QUALITATIVE CONTENT ANALYSIS OF REFLECTION IN LANGUAGE TEACHER PRACTICUM SETTINGS

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ABSTRACT

At least one element of second language teacher education (L2TE) permeates contextual differences: reflection. Farrell (2012) suggests that the terms *reflection* and *reflective practice* are now mandatory terms used within in L2TE program curricula. Teacher learners (TLs) commonly engage in reflective assignments such as teacher journals and group discussions. However, there has been a lack of sufficiently data-led investigations into the content and nature of TL reflections (Mann & Walsh, 2017), with most taking the form of self-reports or short extracts from teacher reflection journals. While such studies provide important insights from the perspectives of language teacher reflection researchers within unique contexts, more structured, qualitative content analysis (Schreier, 2012) provides the valuable ability to systematically compare reflection across contexts and individual cases. This is crucial for building a richer understanding of language teacher reflection generally.

The current study investigates the reflection of 17 TLs across two distinct practicums. Variation in the amount of reflection in different topics and the amount of reflection that included the act of referencing sources of information was analyzed across individual TLs and across four different reflection assignments (reflective journals, final papers, group discussions, and observation debriefs). Findings revealed a generally high concentration of reflection on teaching actions related to the content and structure of lesson activities; however, reflection in final papers featured a greater variety of topics than in other reflection assignment data. With respect to referencing, TLs with professional teaching experience had low frequencies of references to their experiences as language learners. In addition, the general amount of referencing sources of information in reflection was found to be different across individual TLs. The overall findings illustrate that referencing is an important aspect of TL reflection, and I

argue for an explicit focus on this concept within L2TE, encouraging the diversification of the kinds of sources TLs reference in their reflection. Similarly, I also argue for efforts toward the diversification of TL reflection among various topics related to language teaching.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

Learning to teach a second language has become an increasingly professional endeavor over the past decades. Many educational institutions worldwide now offer degree programs and certifications related to both second language and foreign language teaching. For the purposes of this paper, I will refer to the education provided by such institutions collectively as second language teacher education (L2TE). Over the past few decades, L2TE has become more structured, with coursework focusing on researched-based approaches to teaching, such as Task-based Language Teaching and Content-based Instruction. But there is yet to emerge a commonly accepted standard L2TE curricula. Each educational institution offers its own take on what the most important elements of L2TE should be (Farrell, 2015b). In addition, L2TE programs differ in length, ranging from multiple year programs to those lasting just one week. It can be argued that each educational institution should construct their programs according to unique contextual factors. There is, however, at least one element of L2TE that permeates contextual differences: reflection.

It would be difficult to find an educational program that does not value its learners reflecting about their own practice and learning. Indeed Farrell (2012) suggests that the terms *reflection* and *reflective practice* (RP) are now mandatory terms used within in L2TE program curricula. From a general philosophical perspective, the core benefit of reflection is increased awareness, both in who we are as human beings and professionals, and in what we do in those roles. In the more specific context of L2TE, reflection facilitates teacher leaners' (TLs) building knowledge about their practice towards more informed teaching decisions. TLs are given reflective assignments such as writing in journals, participating in group discussions, and

reviewing videos of their own teaching; these assignments provide the evidence needed for more systematic reflection. Farrell (2012) reviewed the nature of such evidence-based teacher reflection in the context of TESOL and stressed its importance for improving learning opportunities for students. Chien (2013) has also argued that teachers should be encouraged to use reflection to improve classroom practices, as well as to continuously evolve their teaching beliefs, assumptions, and attitudes.

My interest in reflection centers around the practical and professional benefits of reflection, rather than the general philosophical benefits of self-awareness and personal enlightenment (although these are certainly important and connected to professional development). It is my belief that teaching decisions that result from reflection are, generally and over time, superior to teaching decisions based on routine or impulse. My research, and indeed most, if not all, of the work in support of L2TE reflection, is based on this assumption.

While it is clear that the central goal of reflection in L2TE is the improvement of teaching decisions, reflection is a complicated matter. First, the topics TLs tend to reflect on, and the topics they are made to reflect on via assignments, reveal where the TLs' attention is focused among the multitude of possible topics. For example, given a reflective journal assignment, a TL may choose to write about how well they timed their lesson activities, or reflect on how students reacted to feedback on their essays. It is important that both language teacher educators (LTEs) and TLs themselves understand these patterns in TL reflection content and understand trends in the type of reflection content given in formal assignments. Secondly, a more sophisticated understanding of TL reflection is needed, regarding both written and oral discussions. To illustrate, some studies have shown that TLs often do not reflect as deeply or rigorously as LTEs would hope (Abou Baker El-Dib, 2007; Gunn, 2010; Hobbs, 2007), highlighting a TL tendency

toward purely descriptive, uncritical reflection. Other studies have shown that the quality of reflection varies greatly between individuals (Farrell, 1999; Ho & Richards, 1993). For one particular reflective assignment, TLs may use juxtaposition, asking "what if it is" and "what if it isn't" questions to wrap their heads around a problem in class (Golombek, 2015), while, for another assignment, TLs may tend to use sweeping generalizations to explain things.

While these are important findings that provide useful ways for LTEs and TLs to understand the nature of reflection, more research studies from distinct perspectives are needed to build a comprehensive understanding of reflection. The current study is particularly focused on adding to the body of results provided by systematic, frequency-based studies on reflection data in L2TE contexts (Farrell, 1999; Ho & Richards, 1993; Liou, 2001; Yesilbursa, 2011). By providing a unique framework with which to examine reflection data, I hope to deepen conceptual knowledge on the topic of reflection and also provide a practical tool with which researchers, LTEs, and TLs can use to gain insight from reflection data in their own contexts.

Researcher Position on the Concept of Reflection

I do not believe there is a way to be purely objective while researching the concept of reflection. The best that any researcher can do is to remain systematic and transparent in their biases and assumptions. Therefore, to describe my position on the concept of reflection I will provide a brief introduction to its origins and then elaborate on my current understanding of reflection and how I teach reflection within L2TE. This is particularly important background information for this study, as I was the teaching assistant at the Thailand university practicum site (one of two data collection sites). In the other U.S. university practicum, I did not participate at all in the instruction. However, it is worth mentioning that I had taught all four of the teacher learners in the U.S. practicum in various courses in previous semesters. My personal perspectives

on reflection were evident in the course content and instruction on reflection in the Thailand practicum, and so a detailed description is necessary here. My purpose in this description is not to recommend a method for instruction, but to illustrate where I am coming from as a teacher/researcher in L2TE.

Origins of Reflection Theory in Education

To illustrate my position on reflection, it is useful to start with a description of my perspectives on the origins of reflection theory in education. The roots of reflection in education can be found in Dewey's (1933) seminal work, where he defines reflection as "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (p. 9). With this definition he highlights that reflection is a substantial and engaged activity over time. While I believe wholeheartedly in the merits of such process, it is also my belief that reflection can encompass both moments of light-hearted simple thinking *and* more engaged consideration. Nevertheless, reflection viewed holistically, encompassing both kinds of thought, must be defined as an involved process. Dewey's definition also highlights the need for evidence to support thinking. I believe that reflection must hold some grounding in reality because the goal of reflection is to improve real-life issues. The final point of Dewey's definition is that reflection requires the consideration of consequences, of what will happen as a result of different decisions. I agree with this requirement as my view of reflection also includes the end goal of affecting the quality of second language education.

Dewey's (1933) definition of reflection is useful in pointing LTEs and TLs in the right direction, but it does not provide adequate detail for concrete improvements to RP. How can a teacher know if they are being sufficiently careful? What counts as evidence? What doesn't

count as evidence? To what degree must teachers consider the consequences of their beliefs and actions? Inevitably, each teacher must construct their own answers to these questions, but I believe there is at least some shared understanding among educators as to what constitutes adequate care, evidence, and consideration of consequences in reflection. Farrell (2012) believes that, at a minimum, reflection should provide teachers with a "freedom from routine behavior" (p. 11), to avoid getting stuck in a singular way of teaching and thinking about education. This idea positions reflection away from simple thoughts rooted in tradition or restricted by circumstance. Along this line of thinking, there is a trend among researchers and teachers to devalue less rigorous forms of reflection, and to accept only the most formal and rigorous forms [e.g. reflection in action research (Burns, 2017; Mann, 2005)]. However, maintaining a reflective stance on reflection itself, I believe it is important to avoid deterministic thinking that would disqualify different conceptions of reflection. Specifically, I am against disqualifying less rigorous conceptions of reflection as non-reflection, and my personal perspective is that the parameters of reflection are rather flexible.

Simple Wonderings in a Model of Reflective Thinking

To illustrate how less rigorous forms of reflective thinking might fit into a larger picture, it is first important to distinguish the concept of ideal RP with that of actual RP within the profession of teaching. It is common knowledge that no teacher is always and completely engaged, critical, and systematic in their thinking. There simply isn't time to think in this way about every aspect of our practice. Although scholars call for such rigorous reflection as an ideal, in reality all teachers must decide for themselves when they can afford to engage in systematic, evidence-based reflection, and when they cannot. In the first place, good teaching is not determined solely by rigorous and rational thought, but also through spontaneity and creativity

(Korthagen, 2001). Generally, in the literature, what is commonly described as "purely descriptive" or "lower order" reflection is positioned as undesirable (Abou Baker El-Dib, 2007). Indeed, theoretical research suggests that reflective practice should be much more than isolated introspection (Farrell, 2012). Certainly, merely describing events and making snap judgments about them does not lead to positive changes in the classroom. However, I argue that there is value in considering some non-systematic, non-evidence-based thinking as part of the reflective process. Such *simple wonderings*[1] (Farrell, 2015a) should not be viewed as non-reflection, but rather as an integral part of a larger picture of RP. Simple wonderings can be further described as quick and subjective impressions. Although these impressions are neither reasoned nor systematic, they are powerfully intertwined with teachers' beliefs, and thus greatly influence critical and systematic reflection, for example, in terms of what teaching aspects teachers choose to reflect on and how they evaluate the results of their reflection. A teacher who thinks, "This teaching method doesn't work well" or "The activity was enjoyable for the whole class" is not drawing from a systematic operationalization of *working well,* nor are they considering any evidence proving that indeed every student thought it was enjoyable. However, these thoughts provide a starting point for further reflection into teaching methods and evaluation of specific teaching activities. They help teachers determine which direction to go and how far they need to go in their reflection.

Another reason why I believe simple wonderings should be included in a holistic understanding of RP is that simple wonderings cannot be turned off (Kahneman, 2011). Such thoughts appear in our minds whether we like it or not. Even a trained and experienced reflective

[1] In his introduction chapter, Farrell (2015a, p. 3) uses the term *simple wonderings* in the colloquial sense to contrast such thinking against more rigorous and systematic thinking. He does not use the term in any sort of framework, but I believe it makes a good label for one category of reflection, as I use it here.

teacher cannot fend off their initial reactions and impressions, nor can they prevent those impressions from influencing the way they conduct systematic reflection and evaluate their findings thereafter. Kahneman (2011), in his research on the human mind, argues that although we cannot turn off our initial perceptions, we can aim to manage them by being constantly aware that we have them. Teachers cannot prevent their minds from thinking (or "feeling") that teaching method X doesn't work, but they can train themselves to expand from that initial impression. Why do I see teaching method X as unsuccessful? How do I define unsuccessful? What would happen if I used a different method? What if I adjusted the current method? Both teachers and TLs can become fluent at asking questions based on simple wonderings. Based on their integral role in the holistic process of reflection, I believe that simple wonderings should be recognized as one category of thinking within a model of reflection.

Systematic Inquiry and Multilogical Thinking

I believe there are at least two other categories of thinking in reflection, and they represent the more systematic and rigorous forms of reflection. To further clarify my perspective of reflection, it is important to discuss the three categories of thinking within reflection that I used in my work as an LTE in the Thailand university practicum: *simple wonderings, systematic inquiry,* and *multilogical thinking*. These categories of thinking are all focused on the common goal of improving second language education, but are different in their structure.

Systematic inquiry is a thinking process that is clearly structured. For example, Farrell (2012, p. 10) provides an explanation of Dewey's (1933) original proposed framework of systematic teacher reflective inquiry:

1. *Suggestion*: A doubtful situation is understood to be problematic, and some vague suggestions are considered as possible solutions.

2. *Intellectualization*: The difficulty or perplexity of the problem that has been felt (directly experienced) is intellectualized into a problem to be solved.

3. *Guiding Idea*: One suggestion after another is used as a leading idea, or hypothesis; the initial suggestion can be used as a working hypothesis to initiate and guide observation and other operations in the collection of factual material.

4. *Reasoning*: Reasoning links present and past ideas and helps elaborate the supposition that reflective inquiry has reached, or the mental elaboration of the idea or supposition as an idea or supposition.

5. *Hypothesis Testing*: The refined idea is reached, and the testing of this refined hypothesis takes place; the testing can be by overt action or in thought (imaginative action).

This framework presents one way to systematize the process of reflection. It is important to note that this structured process of thinking can take place wholly within the teacher's mind. This is to say, that the different phases can include dialogical thinking in cooperation with other teachers, but could also be carried out alone.

Systematic inquiry also requires thinking based on evidence. For example, as an L2 reading instructor, although I may initially perceive that reading passages in the textbook are linguistically too difficult, running the texts through a vocabulary profiler program can show me exactly what percentage of what kinds of words there are in the readings. This information can help me make an informed decision to adjust some vocabulary in the readings, create supplementary assignments to help with the readings, or make some other change to improve student learning. Of course, the evidence used in systematic inquiry does not have to be so substantial and formal as vocabulary profiler data. It can be anything from survey data to the

memories of the teacher, but the collection and analysis of the data must be conducted according to a consistent structure and in a disciplined and engaged manner. This systematic process of thinking about improvements in teaching and the collection of data hold strong connections with the principals of action research (McNiff, 2013). Action research, as a reflective activity, is also primarily concerned with the improvement of learning about one's own practice and self. McNiff (2013) outlines a basic action research process, which illustrates its systematic nature:

- We review our current practice;
- identify an aspect we wish to investigate;
- ask focused questions about how we can investigate it;
- imagine a way forwards;
- try it out, and take stock of what happens;
- modify our plan in light of what we have found, and continue with the action;
- evaluate the modified action;
- and reconsider what we are doing in the light of the evaluation. This can then lead to
- a new action-reflection cycle … (p. 90)

A key aspect of action research is its cyclical nature, which is a practical notion considering that real improvements in teaching require multiple trials and adjustments. Boud, Keogh, and Walker (1985), drawing on Dewey's (1933) work, also argue for a cyclical model of systematic inquiry, through the phases of *experience*, *reflection*, and *outcome*. As I have illustrated, systematic inquiry can take many forms, and ultimately all forms require a considerable amount of time and effort. This is the cost for expanding reflection beyond a *simple wondering*, and, as previously mentioned, is one reason why teachers are limited in the number of topics they can systematically inquire about within their busy work or study schedules. It is not that teachers are

limited in the number of topics they can ever explore, it is just that they can't explore everything all the time.

Besides time, another complicating factor for reflective thinking is discomfort. *Multilogical thinking* requires that teachers question and evaluate an issue from different, yet equally logical, perspectives (Paul, 1995). It is rooted in the assumption that all ideas related to social issues (such as education) can be considered fallible depending on one's perspective (Siegel, 1992). The answer to the question, "What is the most appropriate teaching method for this course?" can have multiple, equally rational and reasoned answers that are argued from distinct logics. For example, a well-known issue within second language writing pedagogy is that of comprehensive written corrective feedback. There are many factors surrounding the decision to correct 100% of the errors in student writing, such as pressure from school administrators and the efficiency of student learning. These factors can complicate teacher reflection and how they arrive at a solution. In most cases, teachers will have an initial preferred solution among the various possibilities. Multilogical thinking can occur when a teacher suspends their belief in that preferred solution to empathetically take the side of a distinct or opposing solution and formulate a reasoned argument for it. The required depth of consideration for opposing viewpoints entails a sincere effort in "trying on" a set of distinct moral principles. Of course, it is arguably impossible to actually shift one's deep-seated belief system, but the point is for the teacher to avoid being superficial, and instead deeply consider the ideas of people who hold distinct or opposite perspectives from their own. This process can be very trying on a teacher's mind as it requires them to think against what they initially believe, and the difficulty increases the more that teacher is committed or passionate about their original stance. Multilogical thinking requires teachers to be intellectually empathetic toward different sets of value systems (Paul, 1984), to

step outside of their own ethics and momentarily try on the ethics of another. For example, a textbook reading might present a perspective on war that the teacher strongly disagrees with. The teacher could reflect on the various effects this text might have on the students, or imagine how their own thinking might be different if they were a teacher who wholeheartedly agreed with the textbook author's perspective on war. Multilogical thinking is a particularly useful form of reflection in second language education, where teachers and students are often from different cultures. It is essential for L2 teachers to carefully consider their own cultural biases, and to explore the learning culture of the students, which may be only superficially understood at first.

I view the categories of simple wonderings, systematic inquiry, and multilogical thinking as tools for teacher reflection, helping TLs understand the holistic process of reflection. With regards to how much of each type of thinking is needed, or which category of thinking is most valuable, I do not believe there can be any justifiable requirements or ideals for reflection. This is because there is currently no way to prove that one type of thinking will lead to better teaching than will other types, or that a certain number of hours of one type of thinking will lead to better teaching. However, as a general rule, I do believe that a teacher who is truly engaged in reflection over time will not be extreme in any single category of reflection, and will tend toward a balanced engagement in reflection through various categories. My reasoning is that a teacher who spends time with a variety of reflective thinking types casts a wider net for discovery.

The Status of Reflection in L2TE

Reflection is a key aspect of L2TE because it is an essential practice of a successful language teacher. It is the professional activity of gathering and organizing information towards better classroom decisions, and it frees teachers from routine and impulsive action (Farrell, 2015b). A reflective teacher has the ability to move past their initial reactions towards deeper

consideration of their own teaching practices and their teaching context. Nunan (1992) further describes reflective teachers as capable of adopting a research orientation, generating theories, and testing hypotheses in order to evolve their teaching. There is no shortage of support for reflection in L2TE. Indeed it is a widespread and accepted part of L2TE currently (Mann & Walsh, 2017). The problem lies in the lack of detailed and data-led accounts of reflection in research currently. Studies on reflection are dominated by theoretical models and essays about reflection that lack precise descriptions of the process of reflection (Mann & Walsh, 2013). In addition, they are often not sufficiently "data-led," providing self-reports or short extracts from teacher reflection journals, which do not provide adequate details of how reflection occurs.

In response to this concern, this study seeks to provide a systematic and transparent analysis of language teacher learner reflection data, to provide a deeper understanding of the content and quality of TL reflection. The findings of this study are intended to benefit researchers seeking to understand the intricacies of reflective practice in language teaching, as well as practitioners seeking to understand reflective practice for their own continuing education. As such, the primary focus of this dissertation is description of reflection and not the evaluation of reflection teaching techniques.

Research Questions

The research questions of this study represent my intention to conduct a sufficiently "data-led," systematic analysis of TL reflection assignments. The focus of this study is to explore what topics TLs reflect on and measure how often they reflect on those topics. In addition, this study examines one specific aspect of how TLs reflect by counting instances of TLs making references to outside sources of knowledge within their reflections. Although limited in scope, this provides a similarly measurable second dimension of reflection data related to the quality of

reflection that can be compared with the frequency of reflection topics. The overall goal of this study is to provide a unique and structured view of reflection that can inform LTE teaching practices as well as TL reflection practices. The research questions for this study are:

1. What topics do language teachers reflect on and how often do they reflect on them?
2. To what extent do language teachers reference different sources of knowledge in their reflection?
3. In terms of reflection topics and extent of referencing, are there differences in reflection produced from different reflection assignments? If so, what are these differences?
4. In terms of reflection topics and extent of referencing, are there differences in reflection produced from individual TLs? If so, what are these differences?

The next chapter reviews previous research on reflection in language teaching contexts, illustrating the definitions, directions, and trends in the field. Following a general review of the definitions and nature of reflection and reflective practice, there is a discussion of research findings organized according to this study's research questions. Chapter Three outlines the methodology of this study, which includes multiple sources of data from a seven-week teaching practicum in Thailand and a semester-long teaching practicum in the U.S., analyzed through qualitative content analysis (Schreier, 2012). It will also cover the approach to segmenting the data and the range of subcategories that make up the coding frame used in the data analysis. Chapter Four will cover the frequency of topics in the reflection data and comparisons across individual TLs and across the different types of reflection assignments in the practicums. Similar comparisons will be covered regarding the frequency of referencing that occurred in reflection data. Chapter Five will feature discussions on the findings, connecting them with findings from

similar studies on reflection. There is also a review of the limitations of the study, opportunities for future research, and implications of this study for reflection instruction in L2TE contexts.

CHAPTER 2

TEACHER REFLECTION AND REFLECTIVE PRACTICE

As the overall goal of this study is to foster a deeper understanding of reflection, it is important to review theoretical research on reflection. As mentioned previously, Dewey (1933) is widely credited as being the first to systematize and elaborate on the details of reflection in education. Dewey's work was extended by Donald Schön (1983), who, in his seminal work on reflection in professional practice, focused on *action*. Schön used two terms to illustrate the process of acquisition of professional knowledge: reflection-*on*-action and reflection-*in*-action. Reflection-on-action is systematically thinking back to what was done in practice. It is a slow, careful, and structured process. This is the common conception of reflection that is closer to Dewey's representation. Reflection-in-action, as the name suggests, occurs in the midst of action and allows "the reframing of unanticipated problem situations such that we come to see the experience differently" (Loughran, 1996, p. 6). Schön's (1983) idea of reflection-in-action emphasizes the dynamic relationship between knowledge and practice by imagining it as a conversation in which the practitioner and the situation "talk" to each other. As Schön illustrates in the following passage, the process of reflection can also occur quickly, within the act of doing, and is dynamic, rather than structured in nature.

> A designer makes things. Sometimes he makes the final product; more often, he makes a representation— a plan, program, or image— of an artifact to be constructed by others. He works in particular situations, uses particular materials, and employs a distinctive medium and language. Typically, his making process is complex. There are more variables— kinds of possible moves, norms, and interrelationships of these— than can be represented in a finite model. Because of this complexity, the designer's moves tend,

> happily or unhappily, to produce consequences other than those intended. When this happens, the designer may take account of the unintended changes he has made in the situation by forming new appreciations and understandings and by making new moves. He shapes the situation, in accordance with his initial appreciation of it, the situation "talks back," and he responds to the situation's back-talk. (Schön, 1983, p. 78)

Schön makes a point of mentioning the distinctive language that the designer employs. He also mentions the possibilities of intended and unintended results, and explains how both of those will branch off into new ideas. He describes reflection-in-action as a "conversation" between the practitioner and the situation itself. Schön's sophisticated illustrations of reflection brought to light the complex nature of reflection, and fostered a new respect for professional tacit knowledge and the way it is developed in practice. Prior to his work, reflection was largely conceptualized as professionals remembering past events and thinking about how they could improve for the future. In addition to adding sophistication to the field's understanding of reflection, Schön's (1983) work also served to legitimize professionals' ability to recognize and solve problems within their expertise. As was his intention, he shifted the conversation from professional failure versus success, to a discussion of the intricate and involved process by which professionals navigate challenges and failures within their practice.

Farrell (2012) drew from Schön's work to describe how professionals in TESOL contexts navigate teaching situations. In the following excerpt, Farrell attempts to organize and describe a situation in language teaching that prompts reflection. Within this description, he attempts to tell a linear story, but purposefully writes in a style which shows the story could have branched off in different ways.

- A situation develops that triggers spontaneous, routine responses (such as in knowing-in-action): For example, a student cannot answer an easy grammar question, such as identifying a grammar structure, that he or she was able to answer during the previous class.
- Routine responses by the teacher (i.e., what the teacher has always done) do not produce a routine response and instead produce a surprise for the teacher: The teacher starts to explain how the student had already explained this grammar structure in the previous class and so the teacher wonders why this is the case. The teacher asks the student if anything is the matter, and the student says that he or she forgets the answer.
- This surprise response gets the teacher's attention and leads to reflection within an action: The teacher reacts quickly to try to find out why the student suddenly "forgets" a grammar structure the teacher knows the student has no trouble understanding. The teacher can ask the student directly to explain what is happening.
- Reflection now gives rise to on-the-spot experimentation by the teacher: The student may or may not explain why he or she is crying. The teacher will take some measures (depending on the reaction or nonreaction) to help solve the problem: ignore the situation, empathize with the student, help the student answer the question by modeling answers, and so forth. (p. 13)

The teacher could have asked the student what was happening, or they could have ignored the situation and moved on with the lesson. Or, the teacher could have empathized with the student. The passage shows the dynamic nature of the teacher's interaction with the situation, of their thinking and decision making process, within which there were many different potential directions. The description of this language teaching situation provides another illustration of

Schön's concept of reflection-in-action, of how reflection is not limited to after-the-fact remembering. Although the focus of the current study is the analysis of reflection-on-action, it is important to consider Schön's work on reflection-in-action when discussing broader implications of the research findings for L2TE and L2 teaching.

Frameworks for Defining Reflection

The works of Dewey (1933) and Schön (1983), in particular, highlighted the importance of RP and influenced research on reflection in the past 30 years. In this time, much work has been done on modeling the concept of reflective thinking. Many recent frameworks on teacher reflection share a hierarchical conceptualization of reflection, ranging from very basic thinking that only describes what happens during practice, to deep critical reflection that draws in larger sociocultural issues (Bartlett, 1990; Jay & Johnson, 2002; Korthagen, 2001; Van Manen, 1977; Zeichner & Liston, 1985). Although examining teacher reflection by scales of rigor can be useful in organizing data and analyzing teacher journal entries and other instances of reflection for evaluation purposes (H. J. Lee, 2005), I believe that doing so can potentially distort the true nature of reflection as an ongoing and complex practice. Different instances of reflection may differ in terms of rigor, but they are often interconnected as parts of a holistic process towards improving education. It is the goal of this study to foster a better understanding of the complex nature of reflective practice. Therefore, such frameworks for the evaluation of reflection should be used along with careful consideration regarding how various instances of reflection over time can affect teaching decisions and beliefs.

In truth, this concern regarding the oversimplification of reflection is shared by some authors of reflection frameworks, who are concerned with practical applications in teacher education (Bartlett, 1990; Jay & Johnson, 2002; Rodgers, 2002b). Nevertheless, they offer these

frameworks on reflection with the intent of helping teachers to organize questions and thoughts regarding their teaching practices. This is reassuring because I believe the goal of such research should not be merely to learn more about reflection, but to assist teachers in improving their reflective practice. Jay and Johnson (2002) provide such a framework for teachers that uses three categories. The first is *descriptive reflection* to categorize those thoughts that answer questions such as "What happens in class?", "How do I feel about it?", or "What am I confused about?" Their use of self-directed "I" questions in their framework can help teachers to frame a problem or issue for reflection. Such descriptive reflection constitutes the initial perception of problems, such as an activity not working, and the details that surround that problem (students not paying attention, etc.). Following this, Jay and Johnson (2002) describe the second concept of *comparative reflection*, which attends to multiple possibilities and perspectives surrounding a problem. The teacher engaging in comparative reflection will be aware of many ways of viewing the source of a problem, the different ways he or she can solve the problem, and the different ways other teachers might handle the same problem. This term too is joined with self-directed questions such as "What are alternative views of what is happening?" and "What actions can solve this problem?" This concept of comparative reflection is related to the previously mentioned concept of multilogical thinking; however, I would add that multilogical thinking requires the inclusion of opposing or clearly distinct ideas when comparing alternative possibilities. Finally, Jay and Johnson (2002) see the third and highest order as *critical reflection*, which focuses on larger sociocultural and political implications, in addition to alternative ways of viewing the problem and solving it. Teachers could ask questions such as "How does this relate to the current political environment of education now?" The hierarchical structure of this framework provides a way to understand different varieties of reflection, but it would also be

beneficial to understand how instances of different categories of reflection interact over time. In emphasizing the complexity of reflection, Jay and Johnson (2002) are careful to mention that these three categories are neither mutually exclusive nor linear. They position their framework as a way to simplify the concept of reflection for the purpose of teacher education.

Bartlett (1990) utilizes a similar hierarchical structure to Jay and Johnson (2002) that also starts with descriptive and procedural thinking. Bartlett (1990) imagined this cyclical process of teacher reflection, drawing from the works of Kemmis and McTaggart (1988) and Smyth (1989):

Mapping - What do I do as a teacher?

Informing - What is the meaning of my teaching? What did I intend?

Contesting - How did I come to be this way? How was it possible for my present view of teaching to have emerged?

Appraisal - How might I teach differently?

Acting - What and how shall I now teach? (pp. 209-213)

For this framework too, there is a very practical intention of assisting teachers in developing reflective questions. One interesting point of this framework is that *mapping* is the only phase that resides solely within the domain of procedural teaching concerns. Although his framework presents a rigid image of reflection, Bartlett (1990) clarifies that the five elements are actually integrated and the order is not definite. His intention was to provide a structure that would allow teachers to systematically review different elements of reflection.

Bartlett (1990) also discusses the concept of critical reflective teaching as major goal of reflection. He defines the concept as such:

> Becoming critical means that as teachers we have to transcend the technicalities of teaching and think beyond the need to improve our instructional techniques. This

> effectively means we have to move away from the 'how to' questions, which have a limited utilitarian value, to the 'what' and 'why' questions, which regard instructional and managerial techniques not as ends in themselves but as a part of broader educational purposes. Hence we need to locate teaching in its broader cultural and social context. (p. 205)

Here, the term *critical* refers to the consideration of sociocultural and historical context, which is similar to Jay and Johnson's (2002) definition of critical reflection. It is also worth mentioning that Bartlett's final phase of *acting* implies a decision based on reflection, and action on that decision. Similarly, Jay and Johnson's (2002) highest dimension of *critical reflection* also encompasses decision making towards action or further reflection. Indeed, action towards change, as a result of reflective thinking, is at least implied, if not explicitly stated, in all frameworks of teacher reflection. The reason is, of course, because educational improvement is an important goal that motivates these authors. However, it is important to keep in mind that a decision toward subsequent action (or action itself) is not the conclusion of reflection, but rather a part of the overall process (Clarà, 2015).

Another constant aspect in these reflection frameworks is the assumption that the reflective process is non-linear and cyclical, meaning that the last phase in the hierarchy doesn't equate to the end of reflection. The process of reflection continues to cycle through and weave in and out of various categories. Related to this point, Mann (2005) makes an insightful connection to action research (Burns, 2005; Öcal, 2018), which shares these qualities of non-linear, cyclical observation, thinking, and action towards classroom improvements. He proposes that if there were a continuum of types of RP, some having lower levels of structure and rigor and some

having higher levels, action research could be conceived as being a type of reflection at the highest level.

Distinct from the previously mentioned frameworks related to describing the various thinking processes within reflection, Stanley (1998) offers a framework that highlights the existence of emotional challenges that greatly affect the outcome of reflection:

Engaging with reflection – is having emotional stability to support curiosity in the process of reflection; it concerns the initial will to do reflection.

Thinking reflectively – is a skill that is going further than describing what was, to ask questions about what could be and questions about why.

Using reflection – is a phase in which teachers sort out feelings and understand how to organize the process of their reflection towards their benefit.

Sustaining reflection – is the act of maintaining through a emotional challenge, where they may find it difficult to accept evidence of their own mispactice.

Practicing reflection – is the development of their own frameworks or procedures of reflection.

Again, although these phases are not intended to be sequential, there is a clear hierarchy of engagement level, with the first phase pertaining to the lowest level of commitment, and the last phase to the highest level of commitment. Stanley (1998) developed this framework through her work with six L2 teachers from various contexts, and it focuses particularly on helping teacher educators to recognize important personal and contextual factors that could affect L2 teachers' reflection. As a result, the framework more carefully considers the emotional aspects and practical challenges for language teachers engaging in RP.

Related to the previously mentioned frameworks concerned with "phases" of reflection, Farrell (2014) contributed a framework that describes the conditions that promote reflection. Drawing from the works of Dewey (1933) and Schön (1983), he names three main character attitudes--*open-mindedness*, *responsibility*, and *whole-heartedness*--that have always been a part of the academic conception of reflection, but have received little attention in recent scholarly work.

Open-mindedness – is being respectful of viewpoints that you disagree with, keeping in mind that there may be yet unknown information that could make that viewpoint right and yours problematic.

Responsibility – is deep consideration of the impact of the positions you take and what you do as a teacher. Teachers can do this by questioning their reasons for taking action and measuring those reasons up against what they expect will result from their actions.

Whole-heartedness – is to be fully absorbed within reflection, to be passionate about reflection. This is the fuel to drive a rigorous and time-consuming process.

Distinct from frameworks that attempt to qualify the act of reflection, Farrell's (2014) conception draws attention to the affective state needed to facilitate reflection by highlighting these reflective dispositions. Essentially, Farrell argues that educators who are truly concerned with improvements in reflective teaching practices must give proper attention to teacher attitudes, as they ultimately determine the quality of teacher reflection. Rogers (2002a) also drew from Dewey's (1933) work to highlight this set of necessary attitudes needed for reflection, but added that *directness* was an important factor, which can be described as a lack of self-consciousness and preoccupation with how others might view one's performance. Rogers argues that this is also

important for enabling teachers to evolve past issues of "self," towards a focus on the elements of teaching themselves.

Reflection is uncomfortable, even stressful, and these four particular dispositions or attitudes are required to carry on with reflection desipite this discomfort. Teachers will not automatically reflect after being taught reflective strategies and methods. Teachers must first buy into the concept. In terms of making a meaningful contribution to L2TE, it is important to understand teachers' attitudes and beliefs regarding the activity of reflection itself, in addition to understanding what topics they reflect on and how they reflect on them.

Topics of Teacher Reflection

Several studies have examined the content of language teacher reflections. In many reflective assignments such as journal writing, language teachers can choose what topics to reflect on. Jay and Johnson (2002) stressed the importance of understanding where teachers tend to focus their attention. If there are patterns in the types of topics teachers choose for reflective assignments, this can provide insight into what topics language teachers value, what topics language teachers deem worthy to spend more time learning about through reflection. In addition, learning about the content of reflection can also provide insight into the way teachers reflect. In her research on teacher reflection, Valli (1997) highlighted the connection between reflection content and the quality of reflection. For example, if a teacher reflects on the topic of social norms in the classroom, they are more likely to *critically* (Bartlett, 1990) reflect on the issue because their thinking is already focused on the subject of historical and sociocultural context.

Seeking to discover patterns among the topics teachers reflect on, Ho and Richards (1993) developed five categories to organize teacher reflection topics and used them to examine a total of 85 journal entries from 10 teachers over the course of a semester in an MATESOL

program in Hong Kong. The categories were *theories of teaching, approaches and methods, evaluating teaching, self-awareness, questions about teaching*. Ho and Richards found that teachers wrote the most about *evaluating teaching* (38.3% of references), focusing on problems in class and how they were solved. Liou (2001) used a similar framework of categories to analyze the reflective writing of 20 pre-service EFL teachers in a Taiwan-based teaching program and found similar results in that the largest amount of reflection was about *evaluating teaching* (44.76%). Yesilbursa (2011) also examined the reflective writing of 28 pre-service English language teachers at a university in Turkey and found, using coding from a bottom-up analysis, that 67.45% of total reflection was participants reflecting on themselves as teachers. This *self-reflection* was in contrast to other reflection focused on the actions of others, the teaching tasks, or on the participants past experiences as a learner. These coding categories are for the most part distinct from those used in the previously mentioned studies, although *self-awareness* (Ho & Richards, 1993) would likely be similar with *self-reflections* (Yesilbursa, 2011).

These three studies shared the same context of formal teacher education programs. Within this context, one possibility for the differences in results between studies is differences in the details of the reflection assignments. Unlike reflections by in-service teachers in the workplace, reflection assignments within formal L2TE often have writing prompts, guidelines for how to write, lectures that inform the assignment process, and other contextual factors that could affect what the TLs reflect on. Ho and Richards (1993) utilized "journal entries" and did not provide further details about the nature of the assignment other than an average length of two to three pages. Liou (2001) reported that the data consisted of "observation reports" and "practice teaching reports" of two to six pages, written after required class observations and

teaching practice sessions. Yesilbursa (2011) reported that the data were analyzed from "written reflections" on the TLs' micro teaching experiences. Although there were few details surrounding the specific reflection assignments, these studies did contain some information regarding the larger context of the L2TE courses. Still, there is certainly not enough information to make any inferences about the contextual effects on the topics of reflection writing. However, this is an important consideration. To better understand the connection between such contexts and the data, contextual factors surrounding the specific reflection assignments will be reported in detail for this study when discussing the results.

Farrell (1999) conducted a study outside of the formal teacher education program context, examining teacher talk with a group of three experienced EFL teachers in Seoul who met weekly to reflect on their work. His study was unique in that it featured the analysis of oral, rather than written, reflection data. Farrell also used the same five-category framework (Ho & Richards, 1993) to analyze the conversations. The results were distinct from previous studies (Ho & Richards, 1993; Liou, 2001) in that the most frequent topic of reflection was *approaches and methods*. Farrell also found within talk about theories of education, nearly all (22 out of 23 references) discussion was about explaining personal theories of education, and not on the application of those theories in the classroom.

A'Dhahab (2009) also conducted research on the reflection of in-service teachers. No similarities were found with previously mentioned studies in the analysis of reflection documents included in teacher preparation files of 10 primary and secondary school EFL teachers in Oman. By far, A'Dhahab found the most frequent reflection content centered on the topic of what students did well in a previous class (37.9%). The other topic categories were instances of students displaying interest, timing issues, difficulties, and issues for next lessons. These

categories were constructed from the data and not taken from any previous framework. It should be noted that the context for this study is quite distinct from the other previously mentioned studies. The documents used for reflection were a part of structured government forms called "preparation files," which teachers were expected to complete for the ministry of education. The reflection documents averaged less than 20 words per entry (reflecting on a single lesson). A'Dhahab (2009) suggested the lack of teacher education on RP in Oman as an important factor influencing the results.

A review of these studies suggests the kinds of impacts that research context can have on the content of participant reflections. The context in Oman and the kind of reflection that is promoted by the government certainly impacted the results of A'Dhahab's (2009) study. Results from studies conducted in the context of formal L2TE programs revealed different results in terms of the highest frequency topics of TL reflection. However, there was similarity in that the categories of *self-awareness* and *questions about teaching* were the two lowest frequency categories across the three studies using the five-category framework from Ho and Richards (1993). Although there may exist such patterns for TLs in reflection in formal teacher education programs, studies by Ho and Richards (1993) and Farrell (1999) also reported significant variations in reflection content based on individual differences. Certain teachers consistently framed their reflections in terms of problems and solutions. Some teachers reflected about problems and never about solutions. Some teachers often referred to the theories of experts, while others did not at all. In general, more data-led qualitative investigation is needed to better understand what patterns of topics individual language teachers reflect on and how those patterns of topics relate to the way they reflect.

The Way Teachers Reflect

Two approaches to investigating the way teachers reflect exist in language teacher reflection research. The first is to conduct a study that produces rich qualitative description of the reflection process. Although her main goal was to understand the nature of learner and teacher interaction, with regards to reflective assignments in a TESL course, Golombek (2015) produced such a study featuring rich description of reflection on one ESL teacher in an undergraduate TESL program in the U.S.A. Golombeck herself was the teacher educator of record and frames the study as her own reflective experience dealing with the conflicting emotions of annoyance and compassion she felt when reviewing her student Rose's reflective journal writing. The main focus of the study is a rich description of Golombeck's reflective process and discovery of the complexities of connecting with students, of addressing their emotions and motivations. In Rose's journal entry, Golombeck noticed that Rose presented content through generalizations, leaving out much of the detail in experiences. In addition, Rose used nominalizations, where Golombeck expected the use of 'I' along with stative verbs to convey emotion and deep consideration of actions. Golombeck at first determined these to be signs of Rose's disengagement in her reflective assignments, and, as a result, commented negatively to Rose that her reflection was vague. However, Golombeck later problematized her own initial judgments, and after further review of Rose's journal entry, she found ample evidence of reflection in the form of "juxtapositions of negative and positive appraisals" (Golombek & Doran, 2014, p. 104).

> She, for example, juxtaposes her hope that her and Lulu's new instructional focus will better meet student needs with her concern that it is perhaps too simple. Similarly, she feels prepared to teach, but is at the same time uncertain that she is teaching the appropriate content. I failed to recognize these juxtapositions as emotional dissonance

> enmeshed in her generalizations because I was regulated by my annoyance/anger and, thus, unable to mediate her in more constructive ways. (Golombek, 2015, p. 477)

Golombeck's work illustrates the importance of LTEs being aware of their own expectations for reflection. It gives a detailed account of the assumptions and beliefs that may lead to preferences for certain forms of reflection, and shows how these may blind teacher educators during the process of evaluating reflection. In total, I could only find two such longitudinal case studies (Golombek, 2015; Ngo, 2018) focused on the process of language teacher reflection. Although these studies are framed as studies on narratives rather than on reflection, the perspectives provided by such rich qualitative description of the reflection process are important in building a deeper comprehensive understanding of language teacher reflection.

The second approach to examining how teachers reflect is to use a framework to investigate the qualities reflection. Underlying this approach to examining the nature of reflection is the issue of defining what counts as 'good enough' reflection. The concept of critical reflection, as elaborated in the previous section, is shared by a number of researchers in L2 education (Bartlett, 1990; Farrell, 1999; Ho & Richards, 1993; Jay & Johnson, 2002; Liou, 2001). Ho and Richards (1993) utilized Bartlett's (1990) framework to examine the reflection journals of 10 in-service teachers in a Hong Kong MATESL teaching program and found that the amount of critical reflection varied dramatically depending on the individual. However, it is important to mention that Bartlett's intended definition of critical reflection is quite different from the operationalized meaning constructed by Ho and Richards (Table 2.1). This difference is most likely due to a difference in intentions. Bartlett's (1990) purpose was to offer a framework to empower teachers to reflect on the origins and consequences of teaching toward educational improvement. Thus, his definition of critical reflection is more detailed and oriented to the

practitioner, calling for consideration of historical, social, and cultural contexts, which is a common trait among researcher definitions of critical reflection (H. J. Lee, 2005). Ho and Richards (1993) instead sought to systematically evaluate the rigor of reflection in L2 teacher learner journal entries. Thus, they required a rigid and more objective structure that could be applied to a large quantity of different teacher reflection data. This was most likely their reason for reducing Bartlett's (1990) five-element framework to a binary variable (critical/non-critical reflection). This simplified operationalization of reflection rigor was also used in Farrell's (1999) study on the talk of three in-service EFL teachers in Korea, and in Liou's (2001) study on the reflective writing of 20 pre-service EFL teachers in a Taiwan teaching program. Both studies found evidence of ample critical reflection, 80 out of 106 incidents of reflection and

Table 2.1
Concepts of Critical Reflection

Research Aim	Concepts of Critical Reflection
Describing Theory	
Jay & Johnson, 2002	Careful considering of a problem from multiple perspectives; taking in broad historical and sociopolitical contexts; often involves a judgment
Bartlett, 1990	Thinking beyond instructional techniques; seeing one's actions in relation to the historical, social, and cultural contexts in which teaching is embedded; dealing with established social structures and not taking these structures for granted
Evaluating Reflection	
Ho & Richards, 1993 Farrell, 1999 Liou 2001	Any thinking that goes beyond descriptive and procedural issues; this can include evaluation, self-analysis, theory building, and/or planning

422 out of 652 incidents of reflection respectively. Although undeniably informative, these results leave questions about the true nature of "critical" reflection. Indeed, it would be more accurate to say that these studies succeeded in uncovering the frequency of purely descriptive and procedural reflection rather than the frequency of critical reflection.

A'Dhahab's (2009) study of the reflective writing of 10 EFL primary and secondary school teachers in Oman utilized a different hierarchical framework (H. J. Lee, 2005) and unsurprisingly found, due to the short length of entries (averaging 20 words per entry), mostly evidence of mere descriptive reporting. A'Dhahab reported that many teachers believed they were clear about the purpose of reflective writing, and that such short report-oriented entries were sufficient examples of reflection. This shows that the conceptualization of these writing data as genuine "reflection" was not just the author's perception, but the perspective of the participants as well.

The evidence from the few studies (Farrell, 1999; Liou, 2001) showing ample "critical" reflection across distinct L2TE contexts is interesting. However, much more work is required in this area to clarify if there are indeed patterns in the levels of reflection within and across contexts. Again, one cause for concern in reflection evaluation research is how to operationalize critical reflection. Granted it is extremely difficult, if not impossible, to justify an objective hierarchy of criticalness, or rigor, in reflection. But simply defining critical reflection as 'anything that is not descriptive reflection' does not provide much useful insight into the nature of critical reflection. Rather, this method of operationalizing the quality of reflection presents a distorted perspective and perhaps is not useful in L2TE. I instead argue for a more descriptive framework for analyzing reflection that features clearly separate categories that can be easily conceptualized by LTEs and TLs.

The current study utilizes this second approach of analyzing reflection through a framework. When considering the issue of what categories to include in the framework, rather than lumping various types of reflection into one large category of non-critical reflection, I decided to approach the general concept of reflection from a different angle, by focusing on one specific aspect: referencing sources of information within a reflection. In the context of this study, *referencing* occurs when another teacher's name is mentioned to credit them for an activity idea, when a school from a TL's past is mentioned to explain what students were like there, or when the author of an article is mentioned in a citation, among others. I chose this concept of referencing primarily because it is an accessible concept for researchers and practitioners alike, and because it is an intuitive part of reflection. In formal reflection certainly, and even in daily conversation, people reference the ideas of others, mentioning things they've read or things they've heard and where they found this information. For example, in a discussion about student behavior, TLs can draw in additional meanings and enrich the discussion by mentioning how students behaved in schools where they've worked in the past, comparing that with their current situation. In formal written reflection, TLs are sometimes encouraged to cite research articles to draw from language learning theories or language teaching approaches. I argue that this concept of referencing outside sources of information is inherently related to reflection, though it is but one piece of the puzzle. Another good point about the concept of referencing is that it is relatively easy to recognize in reflection data, much easier to recognize than the less clearly-defined concept of critical reflection. Finally, while this concept of referencing in reflection is far from richly descriptive, it does provide more detailed information than a critical/non-critical reflection perspective of reflection data. It allows the uncovering of TL tendencies to reference particular types of sources in their reflection, such as past experiences

as language learners versus academic theories. Another possibility is that some TLs may strongly favor referencing past work experiences over other types of referencing. Such information is potentially useful for both LTEs and TLs because it provides a unique and structured perspective for understanding one aspect of the quality of TL reflection.

TLs Learning Reflection in L2TE Programs

As mentioned previously, the goal of this study is to impact L2TE by providing a better understanding of what topics TLs reflect on and how they reflect on them. Therefore, it is also important to consider the findings of the studies that examine the challenges of utilizing reflection in L2TE curricula. For many reasons, TLs may choose not to buy in to the educational aim of deeper reflection. Gunn (2010) reviews her personal experience teaching 13 pre-service teachers in an MATESOL program in the United Arab Emirates. She paints a picture of a university program that is committed to fostering RP, with two courses directly targeting reflection. One of the documented course objectives is "to improve students' ability to reflect critically on their own teaching as well as that of others" (Gunn, 2010, p. 211). In addition, two other course outcomes focus on fostering skills in and practicing modes of reflective writing, such as journal writing and lesson reporting. However, despite this situation that was supportive of critical reflection, when asked to write about teaching beliefs and practices, TLs resisted and produced purely descriptive accounts. Gunn described herself as personally invested in critical RP and considered such writing to be mere description and not reflection. Here are two separate examples of TLs' reflections to illustrate the descriptive nature of their writing:

> Last week, when I introduced theme four about 'Art and Literature' to my grade ten students, they had to listen to two of Joha's stories. Unfortunately, they told me that they didn't enjoy listening to them. So, I asked them to interview an elderly person and ask

him/her to tell them a story of the past. I told my students that even if the story was told in Arabic, they had to retell in front of their classmates in English. I was surprised that most of them took it seriously and were enjoying both telling and listening to different stories.

Warm up was good. The slides were nice pretext to the activity. The students were really involved. Teacher/students interaction was good. I was confident. Classroom management. Time management. Adjusting the activity so that everyone gets to write all at once to save time. Linguistic problems (make believe, question formation). Dividing the groups. Engaging the other students in another prompt meanwhile they are waiting for their turn. (Gunn, 2010, p. 212)

Although these entries might not be examples of rigorous reflection themselves, I believe they should be viewed as part of a holistic process of reflection. Such simple wonderings can lead to deeper reflection later, and if reflected upon, can give the TL insight into their own biases and beliefs. Although Gunn (2010) does not count these as examples of reflection, she emphasizes that description could be a starting point and could lead to reflection. Nevertheless, Gunn reported that the TLs continued to produce description even after she provided more instruction and explanation regarding her expectations for reflection. One TL clarified in a discussion that they did not feel the extra time and effort to produce reflections was helpful to becoming a better teacher. Other students had difficulty with expressing their teaching beliefs because they were not aware of what their beliefs were. In their past experiences with writing teaching reports and documents they had never been asked to examine their beliefs. Eventually, through persistent effort and continuous communication, Gunn guided the TLs to go beyond description in their reflection, through a better understanding of the TLs' perspectives on the difficulty and value of

reflection. Hobbs (2007) found similar perspectives with negative teacher learner sentiments in her study in a TESOL certificate course in London. TLs simply did not see meaning in teaching practice journals. Hobbs found clear evidence of fabricated journal entries, written merely to complete the course requirements as quickly and as effortlessly as possible, which illustrates the lack of value TLs placed on reflective journal writing. These findings on resistance to reflection connect with Farrell's (2014) work, which highlighted the need for reflective dispositions. It is not enough to have the academic and cognitive skills for reflection. TLs need an open-minded attitude and a belief in the value of reflection.

Some TLs in Gunn's (2010) study also commented on the emotional difficulty of reflection, adding that airing negative thoughts and sharing difficulties was too personal. This relates to Stanley's (1998) perspective on the emotional challenges of critical reflection. Her work focused on understanding these challenges and understanding how teacher educators can support teacher learners appropriately. One possibility is that the difficulty stems from a cultural difference between the TLs and the culture of reflection pedagogy. For example, research on critical thinking in L2 education has clarified that critical thinking is a culturally situated concept (Atkinson, 1997; Tanaka & Gilliland, 2017). Deeply discussing the merits and demerits of a TL's own beliefs may not be a part of their culture, and is a potential reason for their emotional difficulty with critical reflection.

If reflection assignments in L2TE are to have a significant and meaningful impact on TLs, the issue of obtaining TL buy-in is of paramount importance. Unfortunately, the benefits of fostering reflection through formal education programs have not been clearly demonstrated in empirical studies currently. Although this study does not directly address the issue of TL buy-in,

the current study's data will provide insight regarding how much individual TLs reflected and how much they reflected within specific reflection assignments.

Constructs and Instruments in Reflection Research

Analysis of TL Reflection Topics

To plan an effective way of addressing the research questions of this study, it is important to review the methods of studying TL reflection in past studies. The first question regarding what TLs reflect on has been addressed by coding all of the topics TLs reflect on, counting them, and organizing them into categories (Ho & Richards, 1993). Ho and Richards coded TL journal text according to five pre-determined categories of topics (distinct from the frameworks on the elements and phases of reflection) in the journal entry data:

1. Theories of Teaching
    a. Theory
    b. Application
2. Approaches and Methods
    a. Approaches and methods
    b. Content
    c. Teacher's knowledge
    d. The learners
    e. School context
3. Evaluating Teaching
    a. Evaluating
    b. Problems
    c. Solutions

4. Self-Awareness
    a. Perception of themselves as teachers
    b. Recognition of personal growth
    c. Setting personal goals
5. Questions about teaching
    a. Asking for reasons
    b. Asking for advice and suggestions

(p. 30)

This framework of categories facilitated the systematic analysis of the content in TL reflective journal writing. The frequency of topics was recorded within their categories to uncover patterns in what TLs wrote about in their reflective journals. Although no explanation was provided on the process of developing these categories, they provide an organized structure for reflection content topics and have been used by other researchers. Farrell (1999) applied this same method and framework to analyze teacher talk recorded from group meetings. In addition, he was able to support his findings with data collected from interviews, journal writing, and classroom observations. Liou (2001) also used the same framework to analyze a mix of written reports that TLs wrote after a teaching observation or a practice teaching session. For this study reports were written in either Chinese or English; however, this distinction was not covered in the analysis. Analyzing frequency within this framework of topics provides a clear picture of patterns in what TLs reflect on. In addition, it facilitates comparisons across different contexts and replications of studies in the same context, which are necessary for progress in any scientific research field, including more qualitative studies in social sciences (Constas, 1992; Jorgensen, 1989). Of course, the danger in using pre-established frameworks is that they can bias the researcher into seeing

predetermined patterns. If TL reflection data were analyzed for categories inductively, these data may reveal an entirely different set of categories than those prescribed by Ho and Richards (1993). Comparisons are important to leverage the work of scholars in different parts of the world and across time, but it is important to recognize topics appearing in the data that do not fit cleanly into predetermined categories. In this study, I draw from the categories of Ho and Richards (1993) to create the coding frame, but I remain open to emerging concepts not covered in those categories. This is possible through a data analysis approach called qualitative content analysis (described in the following chapter).

Analysis of How TLs Reflect

The categories used by Ho and Richards (1993) were also used in the analysis of how TLs reflected in group talk (Farrell, 1999) and in written reports (Liou, 2001). Researchers were interested in examining/understanding the rigor of TL reflection across certain topics, which they accomplished by adding an additional dimension of analysis. Instances of critical reflection, based on Bartlett's (1990) definition, were recorded within each of the categories. Within Bartlett's framework on reflection phases described earlier in the chapter, the phase of *mapping* was taken by researchers (Farrell, 1999; Ho & Richards, 1993; Liou, 2001) to represent descriptive and procedural thinking, and the other categories were seen to represent different varieties of critical reflection. Based on this operationalization of critical reflection, reflection data from these studies on TL journal writing, group meetings, and written reports were analyzed for the frequency of critical reflection within the five categories of reflection topics: *theories of teaching, approaches and methods, evaluating teaching, self-awareness,* and *questions about teaching.* Through this analysis researchers could uncover the topics that TLs more often "critically" reflected on. It is important to reiterate that in Bartlett's framework there were five

elements, which were intended to be rich in meaning; however, by using this binary method of coding (critical/non-critical), researchers inevitably analyzed TL reflection through a lens that reduced meaning. As mentioned previously, it would be more informative for researchers in TL reflection to have more granular data regarding the way TLs reflect about different topics.

In contrast to analyzing reflection data according to levels of rigor, Lee (2007) utilized Jay and Johnson's (2002) framework of the three dimensions of reflection (*additional perspectives; one's own values, experiences, and beliefs*; and *the larger context*) to organize her analysis of dialogue and response journals. This framework provides more information as to the nature of TL reflection. Rather than focusing on the frequency of reflection within the dimensions, Lee elected to focus on rich description of reflections that were representative of each dimension. Such detailed descriptions based on predetermined dimensions are useful and could have been paired with data of the frequency of topics within the three dimensions to add more insight, assuming the data were sufficient and of an appropriate format. Golombeck (2015) also provided rich descriptions of TL reflection by applying grounded content analysis (Bogdan, 1998) to the rhetorical structure and emotive content of the reflections of herself and her students. Essentially, she imposed categories drawn from Vygotskian sociocultural theory (Vygotsky, 1987) to code and analyze the data, while at the same time keeping the analysis based on the perspective of the main research participant: herself.

As mentioned previously, the current study will utilize a distinct framework to analyze the specific aspect of TLs referencing outside sources within their reflection. The categories in the framework will cover the types of sources that the TLs reference in their reflections. Although this is certainly far from rich descriptive analysis, the data on the frequency of referencing source types can be compared at the aggregate level with the frequency of various

reflection topics. Also, I am able to compare the frequency of referencing source types within different types of reflection assignments.

Current Gaps in TL Reflection Research

The body of research that focuses on analyzing TL reflection data is relatively small. Many studies in the larger area of reflection and RP focus on providing distinct frameworks or general advice on how to best do reflection, or how to get teachers to reflect well (Farrell, 2015a, 2016; Farrell & Jacobs, 2016; Jamil & Hamre, 2018; Kolb & Kolb, 2005; Korthagen, 2001) . More studies that utilize empirical data to provide a deeper understanding of how reflection works are needed. Specifically, Mann and Walsh (2013) argue that findings in reflection studies should move past self-reports and short extracts from reflective journals to provide more detailed data, collected and analyzed through systematic methods. They argue for more studies that provide data-led perspectives of the reflective process, rather than logical and philosophical formulations of what the ideal reflective process should be:

> Our central argument is that RP in the fields of applied linguistics, TESOL and education has achieved a status of orthodoxy without a corresponding data-led description of its value, processes and outcomes. Our concern is that RP is described in ways that are elusive, general, and vague and which may not be particularly helpful for practitioners. This is largely due to the lack of concrete, data-led and linguistic detail of RP in practice and to its institutional nature, lack of specificity, and reliance on written forms. (Mann & Walsh, 2013, p. 291)

Of particular importance is their concern with research being helpful to practitioners. The call for data-led understanding of TL reflection is not only for researchers, but also for TLs themselves, to provide them with deeper insight and understanding of RP. As Mann and Walsh

(2017) note, there has been a shift from *teacher training* to *teacher education*, which can be understood as a focus on teachers' self-development as reflective practitioners rather than on training teachers how to reflect. Teachers in L2TE should build their own knowledge and expertise about how teachers reflect, utilizing this knowledge to improve their own RP. This can be accomplished when TLs review data-led studies on reflection in L2TE.

In addition to providing data-led accounts of reflection, there is also a need to move past a preoccupation with levels of reflection. Many of the studies reviewed thus far insinuate that there is a standard of reflection quality that must be cleared for reflection to be adequate and useful in L2TE (Abou Baker El-Dib, 2007; Farrell, 2012; Golombek, 2015; Gunn, 2010). Such perspectives are admittedly useful from the perspective of educational program evaluation. However, while it can be important to distinguish what more rigorous levels of reflection can accomplish versus purely descriptive thinking, doing so can also oversimplify and narrow the scope of the discussion. To provide a holistic understanding of reflection in L2TE, research must attend to the process of reflection holistically. To accomplish this, a study should not focus on when 'good' reflection occurred and didn't occur, nor should it focus on whether reflection is good enough or not. To achieve a deeper understanding of reflection, research should focus on describing reflection, absent evaluation. This is one reason why I elected to use a framework to analyze the types of information referenced in reflection. This sort of inquiry does not overtly insinuate good or bad reflection, but instead describes the types of outside sources TLs reference in their reflections.

By employing qualitative content analysis, the current study seeks to incorporate methods and frameworks from previous studies in RP to draw out descriptive (and non-hierarchical) categories of reflection from the data and to analyze these categories towards a richer

understanding of TL reflection in an L2TE practicum context. To reiterate, my underlying motivation for conducting this research is the improvement of L2TE practices in reflection, for the benefit of TLs and their students.

CHAPTER 3

METHODS

In this study I take a multimethod approach (Brewer & Hunter, 2006) to investigate reflection data from within an L2TE practicum context. Rooted in a postpostivist perspective, multimethod research can be generally defined as the employment of two or more methods or styles of research within the same study. *Mixed* methods research (Brown, 2014) requires the use of both quantitative and qualitative methods together to answer questions that couldn't be answered adequately by just one method. In contrast, multimethod research can be comprised of multiple qualitative methods to increase the rigor of a study. Brewer and Hunter (2006; Hunter & Brewer, 2015) position multimethod research as the artful and rigorous practice of combining multiple research methods to alleviate the weaknesses and utilize the strengths of individual research methods. An interview might be better for understanding how an individual constructs the concept of reflection, whereas a questionnaire may be more efficient at answering specific concrete questions about how often and at what times teachers write reflective journals. Though different methods are suited for different types of inquiry, by offering multiple perspectives and additional information, they can each be equally important in the holistic process of building a clearer picture of TL reflection. In contrast to a stern commitment to research traditions and prescriptions, multimethod researchers favor an opportunistic spirit, featuring "a conscious pragmatic but systematic use of eclectic methods to achieve their objectives" (Brewer & Hunter, 2006, p. xx).

The objective of the current exploratory study is to more clearly and deeply understand reflection, as it exists within the context of language teacher practicums. In other words, the aim of this study is not to uncover the specific answer to a specific question, but to dig deeper into

the subject of reflection by uncovering new and valuable lines of inquiry. Brewer and Hunter (2006) illustrate how multimethod research can support such an aim by reviewing Roethlisberger and Dickson's (1939) account of the famous Hawthorne Studies. The original aim of the research was to examine the effect of working conditions on productivity in a factory. However, when the researchers discovered the complexity of the interactions between the research situation, worker production, and worker psychological constructs, they elected to expand the scope and scale of their data collection. What began as a controlled experimental study transformed into a multimethod research approach (though no such research label existed at the time). The Hawthorne Studies provide a good example of how the purposeful use of multiple methods can uncover new and valuable lines of inquiry. In the same way, the current study aims to discover new and interesting aspects of reflection, guiding future research in language teacher reflection.

Although the Hawthorne Studies serve as an exemplar of multimethod research, it is important to note that the project was heavily funded and otherwise supported, and so did not face many of the practical restrictions that most studies face. Typical research problems may include obtaining access to funding or participants, a limited time frame, or a lack of personnel to assist in data collection and analysis. Another major reason for the use of multimethod approaches is to adapt to the restrictive circumstances of research. A multimethod approach is ideal under restrictive circumstances because of its flexibility, but it would be incorrect to say that researchers set out to adhere to a multimethod approach. Multimethod researchers simply set out to collect whatever data they can, as systematically and consistently as they can. "Multimethod research" is a term best used to describe what researchers do, rather than to prescribe what they should do (Hunter & Brewer, 2015). The current study, likewise, does not ascribe to a formula of data collection and analysis. Although the study does utilize qualitative

content analysis (Schreier, 2012) as its core analysis method, the investigation as a whole includes multiple methods of data collection and analysis to build perspectives surrounding the activity of reflection in L2TE practicums, in an attempt uncover new directions for future research on reflection and to improve reflection practices in L2TE.

The Multimethod Design of the Study

The two primary goals for this study are to provide a better understanding of the content in TL reflection and to uncover any patterns in the way TLs reference outside sources of information in reflection. In order to meaningfully compare frequency patterns across individual TLs and across reflection assignments I needed data from reflection assignments that allowed for variation, that were unstructured enough to give TLs freedom in choosing topics and making references. I also needed additional information regarding individual TLs' backgrounds and distinguishing characteristics, as well as additional information on the contexts surrounding the different reflection assignments. To obtain this, I collected data throughout two practicums from various sources. The reflective journals, final papers, group discussions, and observation debriefs were the primary sources of reflection data. These sources matched well with the nature of qualitative content analysis (the data analysis method for this study) in that they were relatively unstructured and provided the possibility of variation in reflection topics (RQ1) and referencing (RQ2). The repertory grid interviews, instructor interviews, class observations and practicum coursework provided peripheral data which provide additional insight for the qualitative content analysis findings. Comparing the findings from these multiple data sources constitutes what Brown (2004, 2005) considers *methodological triangulation*, and serves the purpose of increasing the *dependability* of this qualitative research by providing overlapping, cross-validating data.

The Research Sites: Two Second Language Teaching Practicums

Although the contexts of the two practicums are distinct, one similarity they share is that they are both registered courses of the same department in a U.S. university. The department's educational focus has always been encompassed within the broad area of language studies, although the department's focus has changed, expanded, and otherwise evolved over many decades[2]. Throughout the history of changes within the department, there has always been a significant number of students focused on second language education, and the faculty felt that a practicum providing actual teaching practice was vital to the education of these students. The first practicum was designed for graduate students in the mid 1980s and had two sections: a section for experienced teachers and a section for less experienced or pre-service teachers. The teaching practice was conducted at local educational institutions near the university. Later, through a connection with one of the department faculty members, the opportunity arose to hold this graduate student practicum at a university in Thailand. Some years after the creation of the Thailand university practicum, a second practicum was created locally at the U.S. university for undergraduate students, in response to the growing number of undergraduate students in the department who were interested in second language teaching. It is important to mention that both courses are electives and not required for the masters or undergraduate degree programs. Throughout the history of the practicums, instructors have been given considerable flexibility with course content to meet the needs of the unique mix of TLs in any given class. However, the essence of the practicums encompasses educating TLs on the general aspects of classroom practice (rather than specific areas or skills within second language teaching), helping them to

[2] I am intentionally vague in my description of the history of the department to maintain a degree of anonymity.

build an identity as a second language teacher, and providing an opportunity to experience reflection and being a reflective teacher.

To further illustrate the nature of the practicums, Table 3.1 presents an overview of some major features of the two practicums. Besides being located in completely different geographical and cultural contexts, the practicums are also distinct in the types of TLs who participated. The 14 Thailand practicum TLs were all graduate students, many of whom already had years of professional teaching experience. The four U.S. practicum TLs were all undergraduate students and pre-service language teachers. Table 3.2 provides an overview of the TLs who participated

Table 3.1
Overview of Second Language Teacher Practicums

Classes/Practicum Location	**Teacher Learners**	**Class time**	**Practicum Component**	**Major Reflection Assignments**
University in Thailand Practicum at the university teaching summer elective courses	12 MA Students + 2 PhD Students (all students participated in this study)	5 hours of class time per week, 9 weeks	30-40 hours[3] of teaching their own summer course	- Observation reports - Reflection group discussion - Journals - Final reflection Paper
Classes on U.S. University campus Practicum at local public schools and private language schools	4 Undergraduate students (3 students participated in this study)	3 hours of class meeting time per week, 16 weeks	60+ hours of assisting teaching, observing, and participating in preparation at the school	- Observation reports - Teaching Project - Journals - Final reflection paper

[3] This is an approximate count. Due to the varying schedules of the students in Thailand, teaching hours varied between TLs.

Table 3.2
Overview of Teacher Learners

	Home country and (L1)	**Formal L2 teaching class environment**	**Other teaching-related activities**
T1	U.S.A. (English)	N/A	School-based specialist, 7 years
T2	U.S.A. (English)	ESL (university), 2 years	Tutoring & tutor training (math and standardized tests), 13 years
T3	Korea (Korean)	ESL Assistant (adult), 1 year	Bilingual (Korean/English) preschool teacher, 1 year
T4	U.S.A. (English)	ESL (university), 1.5 years	Kindergarten teacher, 6 months
T5	U.S.A. (English)	EFL assistant (secondary), 1 year ESL(university), 1 year	Tutoring & casual English conversation courses, 1 year
T6	U.S.A. (English)	EFL assistant (secondary), 3 years; ESL, Chinese, & Spanish teacher, 2 years	Teacher training, 5 years
T7	U.S.A. (English)	N/A	Teaching leadership courses
T8	China (Chinese)	ESL (adult) in L2TE program, 2 months	Tutoring (Chinese)
T9	Japan (Japanese)	ESL (adult) in L2TE program, 4 months	English Immersion short program leader (high school)
T10	U.S.A. (English)	EFL (secondary), 1 year	Tutoring for various for high school AP courses, 2 years English tutoring, 4 years
T11	Korea (Korean)	ESL (university), 3 weeks	Elementary reading & math tutor, 1 year; Tutoring (Korean)
T12	Japan (Japanese)	EFL (university), 4 years	N/A
T13	U.S.A. (English)	N/A	Sunday school teacher, 2 years
T14	U.S.A. (English)	EFL assistant (secondary), 5 years	Tutoring (English), 2 years
T15	U.S.A. (English)	N/A	Tutoring (Japanese), 3 years
T16	U.S.A. (English)	N/A	Tutoring (English), 1 year
T17	U.S.A. (English)	N/A	Preschool teaching assistant, 2 years; Test prep assistant, 3 months

in the practicums. The U.S. practicum TLs (TL15, TL16, and TL17) had more practicum component hours, assisting in teaching and observing for an entire semester. The Thailand practicum TLs were distinct in that they taught their own courses, which included all aspects of planning and materials development. In terms of the reflection assignments, there were many similarities between the practicums. However, one major distinguishing element of the Thailand practicum was that TLs were required to meet in small groups once a week to reflect on their teaching and learning. The U.S. practicum included an additional project for which TLs had to create teaching tools and could choose to shadow another teacher, interview students or teachers, or conduct research on their practicum context. Finally, it is important to mention that during this study all TLs at both sites taught English as a second or foreign language. Further information on the practicums can be found in Appendices A and B.

Researcher's Role at the Practicum Sites

With regards to research at the U.S. practicum site, I was an outsider coming in for the sole purpose of collecting data. I obtained permission to visit during the second week of classes and asked the TLs for permission to contact each of them individually by email about participation in my study. After contacting them, three out of the four TLs agreed to meet with me for interviews and to allow me to collect their coursework for analysis. As all four of the TLs were in their final semester of study, they were busy with job hunting and other plans after graduation. In addition, the workload for this practicum course was much greater than normal undergraduate courses. Taking these things into consideration, I decided it was best to keep my interference at a minimum, and did not ask for further permission to collect more data. As such, my role at the U.S. practicum site was quite removed, in contrast with my closely involved role at the Thailand university practicum site.

At the Thailand university site, I had the role of both researcher and teaching assistant. I had originally sought to travel with the class to Thailand strictly as a researcher. However, university policy dictated that I would be not be covered under university insurance unless I was enrolled in the course in some way. For this very practical reason, I elected to ask the professor of the course to be a teaching assistant. The result was that I had a significant influence and involvement in the planning and execution of the assignments and lectures on reflective practice. Due to my involved role in the Thailand practicum it is important that I am detailed in my description of the reflection related course content, to maintain transparency regarding the connection with the content and nature of reflection that appears in the data.

My removed researcher role at the U.S. practicum site allows for comparatively more objective analysis of reflection data, as I had no influence in the content or way in which the TLs reflected and no influence on their beliefs and attitudes toward reflection. However, my more involved role at the Thailand practicum site affords me deeper insight into the data, as I was there to experience the practicum with the TLs. Given that I was a fellow graduate student and that I had participated in the same Thailand practicum as a TL in a previous year, I may have been viewed as more of a peer than a teaching assistant by some. As a teaching assistant responsible for planning many of the reflection activities during the Thailand practicum, my influence on the content of the reflection assignments was substantial and must be considered during the data analysis. These two distinct roles of removed researcher and involved teacher/researcher/peer at the practicum sites are important factors to consider when making comparisons of data across collection sites.

Recruitment

Teacher Learners

The process for asking teacher learners to participate at the U.S. practicum site was explained briefly in the previous section. During that initial visit to their practicum course classroom I explained the main goals of my research and described that the TLs' participation would entail two interviews and an analysis of their coursework. At that time, I only asked for permission to follow up and contact them by email regarding their participation. All four of the TLs agreed to allow me to contact them by email. The email contained a brief description of my study and explained again that their participation would include two 60-75 minute interviews and an analysis of their practicum coursework. It also mentioned that I would provide compensation of a ten-dollar gift card at each interview to compensate for taking their time. Three of the four responded positively to my request, and one TL did not respond. I then scheduled a time to conduct the first round of interviews. At the first interview, I presented the informed consent form with a more detailed description of the study.

The process for asking TLs at the Thailand practicum site began at an informational meeting for graduate students who were considering registration. I was introduced as the teaching assistant for the practicum who would also be conducting research. During the first meeting in Thailand, all TLs expressed interest in participating. I gave them informed consent forms and explained that I would be conducting interviews, class observations, and analyzing their coursework. I realized that the effort to participate in my research would be additional work on top of their already compact and intense teaching and studying schedule. In addition, I considered the stress of living, studying, and working in a foreign country. With these factors in mind I offered each Thailand practicum TL one hundred dollars as compensation for their time

and effort. This was made possible through the generous support of two educational foundations. All 14 of the practicum TLs agreed to participate in the study.

Students

Included in the data are recordings of the Thailand practicum instructor or myself reviewing teaching videos with TLs. The videos were of the TLs themselves teaching their Thailand university summer courses. Although the videos themselves are not part of this study's data, the recorded conversations contain mentions of the students, as well as some audio from the videos. Therefore, it was necessary to obtain consent from the Thai students to record their studying. The students were presented a consent form in Thai and were told that if they chose not to participate, we could seat them in an area of the classroom where they would remain off camera, and that no portion of the audio data that included them would be included in the study. All students agreed to participate in the study.

Practicum Instructors

There were two instructors for the U.S. university practicum site and one instructor for the Thailand practicum site. The purpose of interviewing these instructors was to gather information about their general vision of how the practicum should be and general perceptions of how the practicum went. This information is not directly related to the goals of this study, but helps in building a broader holistic image of the practicum experience at each site, which could be useful for interpretation of events within the practicums. For the same reason, a former instructor of the graduate student practicum (before the site moved to Thailand) and a former instructor of both the U.S. university and Thailand practicums were also interviewed and asked about their perceptions of the goals of the practicum and about historical context. All instructors

were emailed to ask for participation in a short interview regarding the practicums. Consent forms were given at the time of the interview.

Data Collection

Instructor Interviews

Interviews with instructors were conducted at the end of the practicum courses. Instructors were asked for their general impressions of how the practicum went, and to go over specific moments or happenings that stood out in their memory. Again, this information is not directly connected to the research goals, but it gave me additional perspective on the holistic practicum experience. In addition, the Thailand university practicum instructor was interviewed prior to the practicum and asked about their expectations for the TLs this time around.

Interviews with the two former practicum instructors took place prior to both practicums. During these interviews the former instructors were asked to comment on the history of the practicums and describe them, through a comparison with other practicums that they are aware of. Finally, they were also asked to comment on what they believed were the ideal learning outcomes for these practicums.

Due to my objective of gathering contextual perspective to support my research goals, all instructor interviews were conducted according to the principles of the *active interview* (Holstein & Gubrium, 2004), which is an approach to interviewing that is useful for discovering unexpected but important themes in a particular area. The act of interviewing is unavoidably collaborative, and both the interviewer and the interviewee are active participants who co-construct knowledge. Active interviewing requires that interviews are semi-structured with questions aimed at the focus of the study. However, the interviewer refrains from drawing rigid boundaries around the conversation, and instead engages the interviewee with follow-up

questions in such a way that alternate considerations and possibilities for understanding emerge. Kvale and Brinkmann (2009) express a similar perspective in their discussion of conducting interviews as a semi-structured conversation. Rather than contain the interview in a standardized framework, active interviewing (Holstein & Gubrium, 2004) seeks to provide an environment conducive to a wide range of possible productions of knowledge.

Teacher Learner Interviews/Repertory Grid Interviews

For both practicum sites there were two repertory grid interviews (Fransella, Bell, & Bannister, 2004) with each TL. Generally, one was held at the beginning of the practicum, and the other was held at the end. However, due to scheduling challenges the dates varied within a two-week window at the beginning and similarly at the end. The purpose of the interview is to fill out a repertory grid (see Appendix C for an example). For this study, the grid featured the names of teachers from the TL's past and various characteristics related to teaching or personality. The point is to give scores to each teacher for the various characteristics. In addition, the TL wrote their own name on the grid and gave themselves scores for each of the characteristics. This allows a quantitative comparison between the self and other teachers that is based on personally developed and relevant constructs.

The first step in this process is to create a list of personal constructs that will be useful in distinguishing between the various teachers and the TL. TLs were provided a worksheet (Appendix D) on which they listed 10 memorable teachers from their past educational experiences. Though it was not required, they were encouraged to think of language teachers because the aim of this activity was to foster a comparison with those teachers from memory and themselves as a language teachers. The worksheet further required the teachers to form groups of three teachers by combining two randomly selected teachers from their list and themselves. Then,

TLs were asked to think of a characteristic that two of the three teachers have, that the other teacher does not have.[4] This activity is called building *triads* and is part of repertory grid technique (Fransella et al., 2004). After building nine triads, the characteristics born from these triads were placed on the Y axis of a grid as categories for scoring. I then worked with the TLs to come up with a way to phrase these characteristics and their exact opposite characteristic side by side. It was important that the TL could conceptualize these characteristics as polar opposites because they are the basis of numeric scores on a scale. On the X axis, the names of the 10 teachers and the TL are written. They are the *elements* that the TLs score on a scale of one to seven, one representing a characteristic and seven representing its opposite characteristic. The result of this process is a grid of scores for each of the nine characteristics, rating each of the 10 teachers and the TL themselves. Finally, TLs are asked to review the grid and comment on anything they noticed, anything that was surprising, and anything that was particularly difficult about the scoring. This often resulted in stories of their memories as students of the 10 teachers and recollections about their own teaching experiences. This concluded the repertory grid portion of the interview.

In the next part of the interview, the TLs were asked to talk through and draw a graphic organizer that represented their personal concept of the ideal language teacher. Throughout the process, I encouraged the TLs to develop their graphic organizer to a point where they felt it was thorough and comprehensive. I also asked TLs about any areas I could not understand[5]. Finally, when the graphic organizer was completed, I asked the TLs to offer any final comments and

[4] The Thailand university practicum teacher learners were asked to complete the worksheet before the interview. During the interview we reviewed their work and the teacher learners made adjustments as they saw fit.

[5] The Thailand university practicum teacher learners completed the graphic organizer during class time, and we went over the design in detail during the interview.

evaluate themselves based on this model of the ideal language teacher. This was the final step of the first interview. The first interview took between 40 and 60 minutes.

For the second interview I warmed up the TLs' memories by asking them about the 10 teachers they had listed for the first interview and also by reviewing the characteristics that we had constructed for the grid. Following this, I gave the TLs the same grid from the previous interview, but with the scores removed. I asked them to rescore the grid for the same 10 teachers and the teacher that they see themselves as now (at the end of the practicum). In addition, TLs were free to adjust the wording of any previously written characteristics. If they did so, I asked them about the reasons for this adjustment. After rescoring the grid, I again asked them to comment on anything they noticed, anything that was surprising, or anything that was particularly difficult to score.

Following this, TLs would review the previously drawn graphic organizer of their concept of the ideal language teacher. I asked what they thought of it and if they would like to make any changes. If any changes were made, I asked for the reasons.

Lastly, as this was the final interview, I asked the TLs to comment on the aspects of the practicum teaching experiences and learning experiences in the classrooms. I asked TLs to describe and explain different parts of the practicum and any impact that they had on them as teachers. For the Thailand practicum TLs, there was a particular assignment in which the class brainstormed examples of reflective teaching. I showed them this list and asked them if they had plans to do any of those activities in their future teaching. As with the instructor interviews, I employed the principles of the active interview (Holstein & Gubrium, 2004) to explore and allow for unexpected but important themes. Following an initial analysis of the data, I found that the structure of the TL interviews greatly influenced the reflection that took place. Therefore, there

was little topic variation between TLs, making these data ill-suited for an analysis of variation in the frequency of topics. Nevertheless, the interviews were an exceedingly important source of information used to interpret the findings of the quantitative content analysis of this study.

Although all participants from both practicum sites were interviewed in a similar fashion, there were differences in the data sources related to coursework, with some being exclusively a part of the Thailand university practicum, some being exclusively a part of the U.S. university practicum, and some being part of both practicums. Table 3.3 presents an overview of the distinctions in data collected across the two practicum sites.

Table 3.3
Overview of Data Collection across Practicum Sites

	Interviews + Repertory Grid Interviews	Class Observation	Group Discussion	Journals	Final Reflection papers	Post-Observation Debrief Session
University in Thailand	Approx. 60 min (2 sessions)	3-hour sessions (7 sessions)	90-minute sessions (5 sessions)	Yes, checks every 3 weeks, graded	8-10 page Final paper	60-min sessions (2 sessions)
U.S. University	Approx. 60 min (2 sessions)			Yes, weekly, ungraded	3-6 page Final paper	

Class Observations

I attended and took field notes for each L2TE class in the Thailand practicum. In total there were seven three-hour class meetings. I led the class instruction for 15-minute reflection activities in each class and also participated in some small group discussions. I was unable to

take comprehensive thick notes because of my role as teaching assistant. Instead, my notes focused on moments I felt were personally surprising or of particular interest to myself as a teacher educator. As such, there is an inherent bias in these data; however, the purpose of the observation notes was to offer a richer perspective on the happenings with the class. It is important to clarify that these data from my own notes are not TL reflection, and are thus not directly related to the analysis of reflection in this study. Each class was also audio recorded by a recording device placed in the center of the classroom. Following each class, I would return to my notes and to fill in details and expand on my impressions of the most salient events of that day's class.

Group Discussions

The Thailand university practicum course required TLs to form small groups of three or four at the beginning of the practicum and meet in those groups for at least 90 minutes during each of the seven weeks of the course. It was intended that TLs perceived these group discussions as out-of-classroom, informal, reflection sessions. However, groups were given general topics, specific prompts, and worksheets to guide the content of their group discussions each week. I gave these topics, discussion assignments, and materials to the TLs during my 15-minute instruction time during class over the seven-week ground discussion period. I did not record group discussions for the first week, as I wanted to give the TLs space to acclimate to the new group discussion setting and to their group members. For the remaining six weeks, I gave two different groups per week a device to audio record their group discussion. There were four groups in total, and by the end of the practicum I collected two recordings from two groups, and three recordings from the other two groups, for a total of 10 session recordings.

Journals

Both the U.S. university practicum and Thailand university practicum required that TLs keep journals to reflect on their teaching practice. For the U.S. university practicum, journals were an ungraded weekly assignment. TLs were instructed to include a section of reflections on the classes they were observing and teaching in, a section for reflecting on aspects of the practicum coursework and class meetings, and a section for reflection on teaching theory or expanding on previously learned topics. The journals were to be brought to class as a reference to aid in weekly in-class discussions. For the Thailand university practicum, the journal was a graded (but checked only for submission or non-submission) assignment. TLs were told that, for the purposes of the practicum course, only the instructor would read the journal, and that it would be checked at the third, sixth, and final week of the practicum. TLs in the Thailand university practicum could choose what they wanted to write about in their journals, including reflections on the practicum course or on the classes they were teaching. Copies of journal entries for both practicums were collected after the conclusion of the course from all participants. Journals were collected from 16 out of 17 participants. One participant from the U.S. university practicum decided to keep their journal contents private.

Final Reflection Papers

For the U.S. university practicum, the final reflection paper assignment was a three- to six-page statement of the TLs' learning and growth throughout the practicum. It was assigned to include references to research, and references to different parts of the practicum that had impacted their professional practice. For the Thailand university practicum, the final reflection paper assignment was an eight- to ten-page teaching philosophy statement about the TLs' teaching beliefs and thoughts on how they developed as a teacher during the practicum. At both

practicum sites, the final reflection paper was a graded assignment and was collected for this study after grades were turned in from all participants. One paper was collected from each of the 17 participants.

Observation Debriefs

For the Thailand university practicum, TLs were scheduled to be observed by both the practicum course instructor (appears in these data as LTE1) and myself in the role of teaching assistant. The lesson was video recorded, and the TL and LTE met immediately afterwards to discuss lesson. Debriefs were approximately one hour in length and facilitated TLs to freely review a video recording of their teaching and reflect on their actions and thoughts. LTEs could stop the video and point out things that were personally interesting, but in principal, the TLs were given control of the session and what parts of the lesson to reflect on. TLs also wrote post-observation reflection assignments for the debrief with LTEs and when they observed or were observed by other TLs, but these written reflections were not included in the main data analysis because the format of these written assignments was quite varied (e.g. time stamped lists of actions with comments, formal essay format, half of a journal entry, etc.) and thus consistent comparisons could not be made of reflection segments within this single reflection assignment source. Data were collected for both debrief sessions from 12 out of 14 of the participants. One of the participants only had one debrief session (these data were collected) and another did not have any debrief sessions due to medical issues during the practicum.

Course Projects

U.S. university practicum TLs were also required to compile a 'toolbox' of teacher resources and select one of four choices to expand their learning: (a) shadow another teacher working in a different context, (b) interview a teacher, (c) interview a student, or (d) collect and

analyze information on the school context and classroom ecology from their own teaching context. Although the toolbox project did not have a reflective focus, the other projects featured an option for TLs to write a reflective paper. Any data that were related to TL reflection were collected from these projects from all participants.

Data Analysis

Data collected at both sites, with the exception of the repertory grid data, were qualitative and in the form of conversation or written reflection. I chose Qualitative Content Analysis (Mayring, 2000; Schreier, 2012) (hereon referred to as QCA) as the primary method of data analysis. Simply put, QCA is a systematic method for describing the meaning of qualitative data. QCA is often confused with grounded theory (Cho & Lee, 2014) because it similarly utilizes codes to investigate the meaning of qualitative data. Although there are several variations of both grounded theory and QCA, one clear distinction is that QCA is flexible in the use of inductive and deductive analysis. QCA coding frames can be constructed from findings in previous research, and then later added to or adjusted if units of coding in the data do not fit with the prearranged coding frame. The basic goal of QCA is to systematically reduce data, to draw out a set of characteristics regarding the topic of research (e.g., reflection) from large amounts of qualitative data. In doing so, some specific information is "lost" through the process of classification. However, through comparisons of data across cases, new information can be gained on the aggregate level. QCA, in line with other qualitative research, is also distinguished by its use of such data at the aggregate level. Studies in a quantitative tradition tend to seek statistical confirmation of phenomena, and analytic effort typically stops with the presentation of the numerical results. "In qualitative content analysis, however, such counting leads to the crucial further step of interpreting the pattern that is found in the codes" (Morgan, 1993, p. 115).

Morgan (1993) explains that QCA encompasses the beginning of an interpretive process, where patterns in the frequency data are the focal points.

Specifically, the findings from QCA in the current study will focus on variation in the frequency of topics and instances of referencing in reflection segments. For example, depending on whether you are looking at final reflection papers or teacher journals, there will be a difference in the number of reflection segments on *teaching materials*. The main data sources for this study will be the four reflection assignments that provided TLs with freedom in reflection that allowed for variation. Assignments that restricted what topics TLs could reflect on could not be used with this type of analysis and were instead used as peripheral data to provide additional evidence for findings. The four data sources that were deemed appropriate for QCA were the final reflection papers, journals, observation debriefs, and group discussions.

Data Segmentation

The first step of coding in QCA is to determine how to segment data. One way is to use the whole source as a single segment. In the case of interview data, this would entail counting the entire interview as a segment. Or, in the case of journal entry data, it means counting the entire journal entry, or indeed sometimes the entire journal, as a segment. For this study, the primary goal is to count the number of times that topics appeared in the reflection assignments. As such, I divided up the data into what can be called "reflection segments." Reflection segments represent a single discussion of a single issue or thought. Of course, the concept of "a single issue or thought" is easily understandable but difficult to clearly define and operationalize. In order to properly systematize the segmentation of the reflection data I had to create various rules.

The first rule is concerned with the exclusion of data from segmentation. This study is an analysis of language teacher reflection on anything related to language teaching. As such it was

important that I was clear and consistent in defining which data were adequately "reflection related to language teaching." Obviously, the data sources (final papers, journals, group discussions, and observation debriefs) are all inherently related to reflection on language teaching, so ideally I would have liked to code every word of every sentence in these reflection data. Indeed, QCA requires the coding of all text within the scope of the study (as opposed to spot coding single sentences or phrases in the text) in order to eliminate researcher bias regarding what is "code-worthy" and what is not. However, during the segmentation process it occurred to me that some data were simply not part of the scope of this study. First, there were a few cases of segments of text that were wholly dedicated to sign posting in the final papers, such as the following:

> TL5: This paper will be structured as follows. I will first describe the composition of my course, my teaching goals, and curriculum to set the stage. I will then give an overview of the beliefs I had coming into the practicum, highlighting four in particular which I believe changed the most. I will then outline the experiences which were instrumental in transforming these stated beliefs. I will conclude by commenting on how I can take the lessons I have learned and apply them to future teaching, notably in my upcoming semesters in the ELI[6].

These segments of text do not fit into any "topic" of language teaching reflection because they are not reflections on language teaching. A second issue concerned reflection data on the topic of research. The great majority of the reflection data pertaining to research were easily conceived to be related to language teaching in some way, and thus such segments were included in the

[6] English language institute at a U.S. university

analysis. However, there were a few cases when segments were truly only about research and not about teaching. For example:

> TL2: I also want to see how questioning affects app usage but I think in my short time here the interview will be the best way to get data for that. I think I can do more when I am in a fuller cycle at [U.S. University Intensive English Program]. Teamwork and social networks are still interesting to me but I don't know how exactly to focus my inquiry in that topic…

Cases like this one were rare and excluded from the data analysis. The third case of exclusion from the data was exclusive to the audio reflection data (group discussions and observation debriefs). Sometimes conversations on language teaching naturally veered off track to discussions of local cuisine, great deals at nearby shopping plazas, medical issues, and other unrelated topics. These were excluded from the data, but care was taken to be exceedingly inclusive, coding all data that were even remotely related to language teaching. Finally, it is important to note that some data were excluded due to low sound file quality and blurry pictures of handwritten journal pages. To be clear, however, exclusions were not frequent and nearly all of the data from final papers, journals, group discussions, and debriefs were coded.

The second general rule for segmentation is that reflection segments cannot contain blanks within them. For the purpose of clear analysis, the segments had to be continuous "blocks" of text, which is to say they could not intertwine. For example, after a segment ended once, it could not reappear further down the transcript. This prevented subjective decisions about whether a segment that appeared later in the text was its own individual segment or actually the second half of a previous segment. This rule, however, is potentially problematic because reflections are not necessarily linear, and there were a few cases where TLs would reflect on an

issue for a moment, switch to a completely unrelated thought for a while, and then return to that original reflection to complete it. If the switch to the second unrelated topic was substantial[7], the current study's system of segmentation would code these data as three separate reflection segments. In such a case, it might be argued that the segmentation system did not support an adequate understanding of the "reality" of the situation, and that truly the first and third segments should be counted as one. However, it could also be argued that in the third segment, the TL was merely revisiting the original topic in an entirely new reflection. In any case, although it is an important philosophical consideration for a QCA coding framework on reflection data, this particular situation did not occur in this study's data.

The third general rule is that reflection segments should be understandable even if isolated from context. Before segmenting the data, I chose to define reflection segments as units that are coherent on their own. My aim was to have segments that were large enough so that they could be pulled out of the context of the whole reflection assignment and still be understood. This is important firstly because segments that rely heavily on outside contextual information are difficult, if not impossible, to code consistently for topics. Obviously, the reflection segment must be adequately understood as a complete unit to determine what topic that complete unit is on. In the actual data segmentation process, making sure to include enough text to make the segment coherent was not difficult. However, determining how to limit the size of a segment was problematic.

Extending a segment can greatly affect what meanings are drawn from the whole segment when asking, "What is this reflection segment about?" For example, the following

[7] A lower limit of three statements needed to constitute a "substantial" reflection was based on my intuition, after a review of the data, on what minimally constituted a reflection, taking into consideration the previously mentioned inclusive stance on what qualifies as reflection.

segment from a final paper reflection could be understood as a reflection on the contexts of different language schools.

> TL6: In my view, Language Flagship Programs are one area within higher education which would appear to be more forgiving of a critically-framed curriculum. As their concern is to forge language learners into proficient users of a second language, the "how" proficiency attainment occurs is not as important as the end result (The Flagship History, 2015). This also matches with my own experience learning Arabic at the Defense Language Institute. In fact, one of the goals of the Flagship Programs is to, "develop and implement new models of undergraduate language learning and to diffuse these models throughout higher education" (The Flagship History, 2015). This seems to be an opportunity to affect change from within, for what is CLP if not a "new model" of learning?"

Of course, there are many possible interpretations of the topic of this reflection segment, but clearly, "a discussion of language school contexts" is plausible. However, when adding on the previous two paragraphs to the segment, there is a drastic change in the view of these data.

> TL:6 Finally, Critical Pedagogy was a course which for me reinforced beliefs about teaching which I didn't know I had (or was unable to articulate). One thing in particular was the realization that I could have the power to change pre-existing language courses to better serve students' needs in a "university setting". This may at first glance appear to be quite difficult, as Crookes (2013) states, "There are clearly tensions to be found, however, when the strategy is to establish programs in a host institution when the overall mission of the institution is mainstream and that of the program is not" (p. 219). This does not mean that all hope is lost; rather, one must simply work within the restrictions placed

upon the language program. Thankfully, there were almost no restrictions placed upon those of us who taught in the Faculty of Science at [Thailand Practicum University].

Although lip-service has been given towards recognizing students' needs when designing a curriculum, at best this is implemented by teachers and administrators deciding what is best for students to learn. This problem is further compounded by the influence of the language teaching and testing industry on language education policies (Kubota, 2011). However, Critical Language Pedagogy could help to fill this gap between intention and reality, by actively taking learners' needs into consideration while at the same time empowering teacher-educators and teacher-learners to challenge the status quo.

In my view, Language Flagship Programs are one area within higher education which would appear to be more forgiving of a critically-framed curriculum. As their concern is to forge language learners into proficient users of a second language, the "how" proficiency attainment occurs is not as important as the end result (The Flagship History, 2015). This also matches with my own experience learning Arabic at the Defense Language Institute. In fact, one of the goals of the Flagship Programs is to, "develop and implement new models of undergraduate language learning and to diffuse these models throughout higher education" (The Flagship History, 2015). This seems to be an opportunity to affect change from within, for what is CLP if not a "new model" of learning?

The concept of critical pedagogy is more salient in this larger text and is an obvious link between the paragraphs. Or, the overall topic could be conceived as the TL reflecting about practical applications of theory. Again, various interpretations are possible, but it is clear that the segment,

as a three-paragraph segment, could no longer reasonably be called "a discussion of language school contexts."

Including more reflection data in a segment can clearly change the overall topic and meaning, and I chose to manage this issue in two ways. First, I clearly defined the kind of topic categories that I would allow in the coding according to my goals for this study (*dimension 1*, discussed later in this chapter). This served to limit the angle from which I could view the reflection segment. Second, I created guidelines for written and spoken reflection data that would encourage shorter rather than longer reflection segments. My reasoning for favoring shorter segments was that the meanings drawn from shorter segments would generally be simpler and more easily and consistently interpreted by different people. In the end, these decisions are arbitrary since there is no objective "best" way to draw meaning from qualitative data. My decisions for the current study are guided by my aim to remain as transparent as possible with my data analysis structure and reasons for that structure and to provide insights that could be useful to many different researchers and practitioners within L2TE.

Segmentation of final papers and journals. There are two general types of segmentation in QCA: formal criterion-based segmentation and thematic criterion-based segmentation (Schreier, 2012). Utilizing a formal criterion makes use of existing structures in the data, such as chapters in a book or pages of a magazine. Use of thematic criterion requires that the research recognizes signals in changes in the "theme," which, in the case of this study, is reflection topics. One of my goals is to keep my research as accessible as possible, so that it may be used by a wide variety of researchers and practitioners. Thus, as much as possible, I prefer a structure that is easily understood and intuitive. For this reason, I elected to use the formal criterion of paragraphs as cut-off points for segments. Paragraphs are useful in that they provide

a small but complete and understandable chunk of text that usually centers around a single topic or "main idea," as it is often referred to in writing instruction. In addition, paragraphs are a clear indicator of the author's intent to change the focus of the reflection, a clear marking of one idea ending and another beginning. This is not to say that reflections on a single idea cannot extend past the end of a paragraph, but the paragraph is certainly an easily understood and intuitive way of segmenting a page of written reflection into smaller parts.

The decision to segment with paragraphs is not without caveats. Firstly, paragraphs have no pre-determined length, so therefore an exceedingly long paragraph would be counted the same as a paragraph of a few sentences. Also, as mentioned previously, there are some topics of reflection that would be recognizable if segments could include multiple paragraphs. Restricting reflection segments to a maximum length of a paragraph restricts the kinds of topics that can be drawn from reflection data. Ultimately, I had to make a choice of what specific lens with which to examine the data, and I felt that readers could easily understand the data analysis process of segmenting by paragraphs. It will also make it easier for those who wish to replicate this type of research to investigate teacher reflection in their own contexts.

Segmentation of observation debriefs and group discussions. Although I also wanted to prioritize clarity and accessibility in my segmentation of audio data from observation debriefs and group discussions, these data obviously did not contain paragraphs. In segmenting these data I had to utilize thematic criterion, but I tried to keep the notion of a "paragraph" of reflection in mind, as I looked for clear markers of topics of conversation ending and beginning. Sometimes the markers were obvious, as in the example below when a TL takes their turn to share how their class went:

TL11: Yeah, because they don't do paragraphs or anything. So that's what I've been doing and I feel like I'm getting used to them and they're getting used to me. Like there was this girl who said like we were doing emotional words, and one of them was like shy and then I asked them to write a sentence about it using the word. And she said she's shy when she's talking with teacher, it was me but today she made a joke because we do like sing a song like almost every day. And she was like, “Teacher sing a song.” And I was like “What?” “Sing a song.” I'm like “When?” She's like “Now.” “Oh okay, with you I will.” And they just laughed. So, I'm just happy that they're finally talking to me. Because before I would ask them a question and they just look at each other and they just won't say anything. But it's getting better.

TL2: Nice nice.

TL11: Yeah, I'm just worried about lesson planning, but it's going to be better.

TL5: Well, for me, I had a good week overall I am trying to do project-based learning. But after the first week I guess I really kinda adjusted to their level and asked them what topics they wanted to talk about and kind of figured out what they were interested in. And so, I'm dividing into four thematic project-based weeks. Each week has a different theme and at the end of the week is a project they have to present. Because this week was food, so it was everything about food. And basically my approach to this is the same as my approach to ELI. you have an assignment and you basically need to equip them with the skills they need to complete the assignment. That's project-based learning, right? And so for our cooking video I simply broke it down to whatever things you need to know when you're making a cooking video.

In this case, the segment is cut when TL5 begins talking, and it is obvious due to the marker of "Well, for me, I had a good week…" It indicates a shift in the focus of the talk. Long pauses in the audio data were also fairly good indicators of segment breaks, although it was possible in some cases for the reflection to extend over the long pause. Also, a TL would often jump in at the end of another TL's talk to ask a question that shifted the focus of the reflection. However, in these cases I had to decide if the question truly shifted the focus of the reflection, or just extended it. This issue was particularly relevant in group discussion data because in order for a TL to be recorded as having participated in a particular reflection segment, their contribution had to be deemed significant (utilizing the previously mentioned three-statement rule). For these reasons, unavoidably, there was much more subjective decision making in segmenting the audio data.

Managing the distinction between written and audio data segmentation. The variations in the methods of segmenting the data between written and spoken reflection had a definite effect on the comparison of segment frequencies during the analysis. The problem is that if the spoken reflection data have many segments that are much shorter or longer than the average paragraph, the segments across written and spoken reflection data cannot be considered reasonably equivalent for comparison. I first considered utilizing thematic criterion for written reflection data as well, so that all four sources would be segmented this way. However, segmenting a 10% sample of the written data with thematic criterion still resulted in mostly paragraph-length segments, with the difference being just a few long paragraphs being split into two segments. This is likely because paragraphs are, in fact, markers of changes in topic. Finally, to put things in perspective, it is important to note that the segmentation procedures described above ended up producing segments of comparable length across written and spoken reflection

data sources. Therefore, although the nature of each type of reflection source (final papers, journals, observation debriefs, and group discussions) is different, making absolutely consistent segmentation impossible, segment counts did provide a meaningful perspective in the data analysis.

Dimensions and Subcategories of the Coding Frame

QCA is distinct from some other approaches to coding and analysis in that it investigates individual "slices" of the data, with sets of subcategories that are part of single dimensions. This means that subcategories should all be part of the same perspective of the data. One main goal for the current study is to describe what TLs reflected about. As such, each subcategory in this dimension should be about the content of the reflection, and not about whether or not there is emotional language within the reflection, or whether or not there are questions in the reflection, etc. To give another example, if I had to code an apple and an orange, I could code them on same the dimension of fruit names. It would not make sense to code one as "apple" and the other as "citrus fruit." This important issue in creating coding dimensions is resolved by setting the level of abstraction (Schreier, 2012). The term "apple" and "citrus fruit" are on different levels of abstraction, and therefore different dimensions. For the current study, I elected to use a relatively high level of abstraction because I wanted compare segments across reflection data sources, across TLs, and across time within individual TL data. Using categories that were very specific (e.g. book selection for extensive reading courses) would result in a large number of categories, with many being irrelevant across reflection data sources and individual TLs.

With respect to applying codes to segments in QCA, it is possible to code a single segment with multiple codes from the same "dimension." However, technically, when testing for inter-coder agreement, it is important then to think of each subcategory instead as its own "mini

dimension," with the subcategories of present/not present, and test them individually. For the current study, a block of text can, of course, plausibly be about more than one topic. That being said, it was my goal to create a set of reflection topics that would overlap as little as possible within segments, producing clear, more easily interpretable results.

In addition, it was also my intention to utilize subcategory names that would be easily understood by researchers and practitioners of various backgrounds. This is in line with my goal of producing research that is accessible and useful. Furthermore, using clearly understood subcategory names helps to reduce individual coder subjectivity and thus variation in the coding of segments. Nevertheless, although such steps toward clarity and consistency were taken, following the principles of QCA that seek to mitigate the selective perception and biases of the coder, such elements of subjectivity are in line with the interpretive nature of qualitative research (Schreier, 2012) and do not necessarily need to be avoided.

As for the process of building a coding frame, QCA traditions encourage the combined use of concept-driven (using general ideas or actual categories from prior research) and data-driven (using categories that emerge from the data) approaches to create subcategories (Schreier, 2012). I followed this process by starting with frameworks from similar research on language teacher reflection and then adjusting those frameworks to fit with categories that emerged from data in the current study.

Dimension 1: Reflection topics. I will hereon refer to the set of reflection subcategories related to reflection topics as Dimension 1 or D1. To build D1, subcategories were first created by drawing from the previously mentioned framework of six reflection topics by Ho and Richards (1993). Their five subcategories are (a) theories of teaching, (b) approaches and methods, (c) evaluating teaching, (d) self-awareness, and (e) questions. However, in order to

adhere to the previously mentioned concept of creating a single, clear dimension of topic categories, many adjustments were made to the six categories to avoid overlap. For example, the reflection segments for *evaluating teaching* can include evaluating of teaching using certain *approaches and methods*. Similarly*, questions* is a structural category whereas *theories of teaching* is a content category, and so there could be *questions* about *theories of teaching* that fit in both subcategories. There were many of these structural issues with the coding frame that confounded the process of QCA. To alleviate these concerns, I removed categories and subcategories that were concerned with "moves" such as *evaluation*, *description*, or *question*. I rearranged the subcategories and created new ones so they all fit on a single dimension of content-oriented reflection topics, that were labeled according to the general focus of the reflection. In short, the framework by Ho and Richards (1993) provided a starting point and some of the major subcategory names, but the resulting coding frame utilized in this study was, in total, quite different in structure and content. As mentioned previously, I aimed for a high level of abstraction that is useful for comparison across sources and individual TLs.

Table 3.4 provides an overview of the D1 subcategories. When creating this coding frame, it was also my goal to use categories that would be easily understandable by both researchers and practitioners, categories that would have high face validity. The categories emerged from the data as I coded a sample of 15% and, again, in constructing the category names I attempted to retain a high level of abstraction and a consistent and clear dimension or plane, so that categories would not heavily overlap. However, given the nature of the dimension of "topic," I recognized that it is impossible to completely eliminate the possibility of a single segment holding more than one topic. No matter how short the segment, the rich nature of language makes it possible for multiple topics to exist within a single segment. One option I considered was changing the

dimension from "topic" to "main topic." However, I did not see any great benefit to forcefully limiting the coding to one per segment. In fact, I reasoned that it would be useful to see just how many multi-topic paragraphs arose from the D1 framework, across reflection assignments and individual TLs.

During the initial coding I noticed that a large percentage of segments fell under the theme of *teaching actions*. This is not necessarily a problem, as a large concentration of reflections on teaching actions is an entirely plausible outcome within the context of teaching practicums. However, I decided to split this theme of *teaching actions* into a lower level of three subcategories of *Content and style of giving instructions and other communication with students, Structure of feedback or grading,* and *Content or structure of the lesson or teaching actions within the lesson* so the data analysis would provide more informative results. The following section will review the D1 subcategories by describing typical representative segments and issues that arose in coding certain segments. Throughout the review, I mention that reflection segments must be "substantially" about the topic. In these cases, I am referring to an operationalized meaning of "substantially," according to the previously mentioned three-statement rule.

Miscellaneous categories. Some reflection segments were coded under the unique categories of *cognitive language learning process*, *language features*, and *education issues in society*. I coded these reflections and built distinct categories for them because I felt the content was sufficiently related to language teaching. However, after coding the entirety of the data, it was found that there were very few segments of reflection in each of these three subcategories, comprising less than half a percent of the total reflection data. For this reason, these subcategories are left out of the coding frame and main data analysis of this study. It is important

to recognize that these categories could very well be important to the understanding of language teacher reflection generally, but these data revealed that there was not much reflection on these topics within the context of the current study.

Table 3.4
Definitions of D1 Subcategories

Subcategory name	Definition
Materials	Overall value, various features, and structure of specific teaching materials
School or Course Context	Broad contextual aspects concerning the nature or culture of the course or the entire school that are outside the control of the teacher
Personal goals and achievements	Merely mentioning, in a variety of topics, general goals and/or what was achieved for teaching
Reflection on Reflection	Concerning the value or structure of a reflection activity, reflection assignment, or personal reflection
Teaching actions: *Content and style of giving instructions and other communication with students*	Performance aspects of giving instructions or other issues about communication with students
Teaching actions: *Structure of feedback or grading*	Organization and planning the structure of written corrective feedback or oral feedback
Teaching actions: *Content or structure of the lesson or teaching actions within the lesson*	Organization, selection, and execution of lesson activities (with the direction of describing and understanding the lesson or activities themselves)
Student qualities, traits, and actions	Words, characteristics, and actions of individual students or the student group in class as a whole (with the direction of describing understanding more about the students themselves)
Teacher qualities and traits	Personality traits, tendencies, beliefs, principles, and actions of individual teachers (with the direction of describing and understanding more about the teacher themselves)

Materials. Reflections on specific textbooks, handouts, songs, videos, etc. fell into this category. TLs commented on the content, sequence of content, and visual appeal of materials. Several reflections focused on the appropriateness of the linguistic content of materials, as well as cultural aspects which supported or confounded lesson plans. During the coding process it was important to exclude reflection segments which merely mentioned that a specific material was used and did not describe how it was used or how its contents affected its use. Also, reflection segments in which TLs merely stated that a material was good or bad were excluded for lack of any description of what "good" or "bad" meant.

School or course context. TLs sometimes reflected on the larger context of the school, department, or course being taught. They often considered and questioned norms and other cultural aspects for their effect on the students and on the job of teaching. Specific examples included reflection on testing-related requests from the school administration and the general attitude of teachers in a particular department. During the coding process, although this category included reflections on the history of the course or administrative demands for the course, it was important to exclude aspects of the specific section/class the TL was teaching (e.g. syllabus design) because these fell into other categories. It is true that syllabus design and administrative demands for the course are closely related, so coders had to evaluate if the reflection was substantially about the administrative demands themselves or about the details of the syllabus design or about both.

Personal goals and achievements. This was a unique category that emerged from the data. I found that reflection data included segments that were a "tossed salad" of single statements on different topics. The theme that tied these statements together was a message of

personal goals or achievement. The following final paper reflection segment is a typical example:

> TL17: Although I have just started the process of developing my teaching skills, this practicum has furthered my learning development and improvement, as I now know that teaching in general is very hard work that requires commitment and passion. With my experiences, reflections, and feedback from my cooperating teachers, I have discovered my weaknesses such as my shy personality and soft voice, as well as my strengths such as my flexibility and my observations.

I felt that reflection segments of this category were indeed related to language teaching, and so could not be excluded from the data. Uniquely, they use consecutive mentions of other topics to substantially reflect on the topic of *personal goals and achievement* within language teaching.

Reflection on reflection. This subcategory included reflection segments that centered on any reflection assignments, such as journals or group discussions. These reflection segments typically contained discussions of the difficulty of reflection, time commitment, and preferred methods of reflection. During the coding process, there were no salient difficulties in recognizing these segments. This is perhaps because this topic is comparatively more distant from the act of teaching than other topics.

Teaching actions: Content and style of giving instructions and other communication with students. The original subcategory of *teaching actions* was broken into three lower-level subcategories. This first one contained segments which centered on the performance of giving instructions to students. Typical reflections revolved around appropriate talking speed, adjusting words or repeating certain words in the instructions, and using visual aids to help communicate a classroom activity. The words "*and other communication with students*" was added after some

segments were found to be about teaching actions that did not fit well into the traditional idea of "*giving instructions*." Below is an example of a segment from an observation debrief that was not clearly about giving instructions:

Jay: Okay, so in order to achieve these goals you tend to step back as much as you can.

TL4: Mm-hmm (affirmative).

Jay: What else could you have done… do to achieve these goals? What else could you do?

TL4: In order to achieve autonomy I could have just participated in the conversations and nodded and kind of been physically present, but taken a step back in terms of participation.

Jay: Mm-hmm (affirmative).

TL4: I could have gone even further away and just like ...

Jay: Left the room.

TL4: Yeah, left the room, like journaled, whatever.

Jay: Yeah.

TL4: And sometimes I do a little bit of reflective writing while they're talking to each other, and sometimes I hang out and watch, so just at any kind of distance ...

Jay: Okay. Cool.

TL4: Yeah.

This segment is about how TL4 joins in conversations with the students or manages her distance to make the activity go better. It is quite far from the traditional image of teacher-fronted "giving instructions," but it is related in that TL4 is reflecting on ways to guide students toward better learning in the classroom activities, or ways to promote better activities by purposefully keeping

her distance. Segments like this one, instead, fell under the umbrella term "other communication with students."

Teaching actions: Structure of feedback or grading. Reflections on the teaching action of giving feedback or grading fell under this category. Although it is possible to consider planning the structure of feedback and grading as an integral part of planning the structure of class content, I decided to keep reflections in this category separate to produce more descriptive results in the data analysis. Typical reflections in this category discussed the extent to which grammar errors should be corrected and the way in which the feedback can be delivered. Issues of how different ways of giving feedback could affect student motivation were also discussed. The majority of the reflections were on written feedback, but some were on oral feedback to students for their presentations.

Teaching actions: Content or structure of the lesson or teaching actions within the lesson. This subcategory includes reflections on how TLs structured or sequenced lesson activities, or how TLs chose content for lesson activities. In some segments, TLs would discuss the principles for their lesson structure. However, the typical segment in this category was a recount of what happened in a previous lesson. Describing each lesson activity one after another also constituted a description of the lesson structure. The statements describing teacher actions and student actions in the lesson were the most difficult for coding because a greater amount of inferencing was required to determine what subcategory the segment fit under. Statements describing teacher actions were also common in segments of the subcategory *Teacher qualities and traits*. Naturally, in describing a teaching belief, TLs would often refer to teaching actions they took in class as evidence of their belief. The distinction is in the greater meaning drawn from the total group of statements describing teacher actions. In the following example from a

journal entry, the many statements describing teacher actions were thought to be focused on describing how the lesson went, and thus coded as a segment in c*ontent or structure of the lesson or teaching actions within the lesson*:

> TL7: Extensive review of previous topics of conversation seems to be working with students willing to venture beyond formulaic phrases and ask original questions. Tried out a fill-in-the-blank lyric activity today. Students said they enjoyed it but was quite difficult for some. One student in particular couldn't do anything so I sat with her and showed her what I had written when we listened to the song three times in total full speed, 50%, and full speed. Although there were some panicked faces at the beginning, working within their groups proved beneficial. By the end of the third run through all lyrics have been filled. After class some students came up to me and said that despite being difficult this activity was useful. The class on the whole also expressed interest in doing some translation and dictation type activities.

In this example, there were also many statements describing student actions. Descriptions of students' words and actions can, of course, be utilized to reflect on student character. So, in this case too, the coder had to utilize a greater amount of inferencing to determine the appropriate subcategory.

Student qualities, traits, and actions. As previously mentioned, some reflection segments centered around describing the students themselves, either individually or as a class. Typically, the reflections were on students' language proficiency, their preferences of class activities, or their study habits. The following reflection segment from a group discussion is about what happens during lessons, but the statements were determined to collectively be about the nature of the students themselves rather than the lesson content and structure.

TL14: How's everybody's students as far as behaving? Staying off their cellphones? Paying attention, speaking in English? Has anybody had any problems yet?

TL4: My students have a hard time when other teams are doing presentations and they haven't gone yet. I've had to stop presentations in the middle after one group has gone and "Just so you guys know, this is not time to finish working on your presentations. Put your phones away and pay attention."

T14: Oh, okay.

TL4: That's something that it's not like ... They're working. They're being productive, but they're not listening.

In addition to generalizations like this one, reflection segments in this subcategory also involved narratives of what happened in the classroom with descriptions of students' reactions in class. During the coding process, it was important to exclude segments in which statements about students' actions and traits did not connect to substantially focus on the students themselves, and instead described students' reactions to express if an activity went well or did not go well.

Teacher qualities and traits. Many of the segments in this subcategory were about teacher beliefs and teacher identity. Some of the segments included abstract discussions of teacher beliefs and identity, as in the following example from a group discussion:

TL4: I was reading this and I was thinking that I don't really think that being good at teaching is that fundamentally different from being good at anything else. I was thinking about how I am as a grad student and my research and how I sometimes get into a group but something happens that makes me question myself and then blah, blah, blah. And the same thing happens with my relationship with my friends and my family. And when I played the cello growing up, it was like a had to practice at it to get good and I had to

prepare for my performances and I had to think about what I was doing well and not doing well. And it's just not that different I don't think. You have other people to consider, your students, and this whole sort of political game on that end. But it's also just at its core you have to think about what you're not doing well in order to correct it and then do it well.

TL14: I agree. The one thing I would say is different that I kind of think with being a teacher is most of the teachers I know and have seen that are good teachers are good people people. To me you have to be good with people to be a good teacher. Like if you're a writer, you're a professional writer, you don't really have to interact with anyone, right?

In this segment, the statements are quite general and clearly about philosophical beliefs regarding being a teacher. Thus, the segment was far from other categories and more easily coded under *teacher qualities and traits*. However, during coding some segments in this subcategory which included a lot of statements describing specific teaching actions in the classroom were harder to code because of potential overlap with the category *content or structure of the lesson or teaching actions within the lesson*. This is the case in this following example from a final paper, where there are more confounding factors that complicate the question, "What topic is this reflection about?"

TL9: Students should be allowed to use their L1 when it is being used in an efficient way. This belief became concrete through this practicum. In my class, I encouraged my students to look up dictionary and write definitions in their L1 when they encountered new vocabulary, because I believe that using L1 is the fastest way to learn the meaning of new vocabulary. On the other hand, I was a little bit skeptical about letting students use

> their L1 in communicative activities. I thought it was my responsibility to push my students to use more English in classroom, and use of L1 might interrupt this. However, I learned that use of L1 can be efficient even in communicative activities. I witnessed that students spoke more when they were able to freely use both L1 and English. When a student was not able to remember a meaning of a new word, classmates were able to help each other speaking in L1. They even added more information to the new word and contextualize it in conversation. Contextualizing new vocabulary in conversation helped students to understand how to use them in communication. I now believe that I should encourage students to use their L1 when it is appropriate.

The statements taken at face value include many descriptions of teaching actions and student actions. There is also repeated mention of the allowance of L1 in the classroom, which is a way to structure classroom activities and whole lessons, and thus related to the subcategory *content or structure of the lesson or teaching actions within the lesson*. As mentioned previously, coders had to infer the meaning of the segment to a greater extent in these kinds of segments, while considering the meaning of the statements connecting together. Generally speaking, segments which require more inferencing are more difficult to code and cause more variation in interpretations between different people. Segments like this one would tend to be coded differently by different people, more so than the one preceding it. Although, it was my intention to use categories that would be easily understandable in similar ways by both researchers and practitioners, such issues concerning the stability of interpretations of data meanings are inevitable due to the richness of qualitative data and the resulting subjective nature of qualitative analysis. For this reason, I enlisted the help of another researcher to perform an inter-coder agreement test.

Dimension 1 inter-coder agreement test. As with all qualitative analysis, subjectivity is an important issue. It is important that the meanings drawn from qualitative data are accompanied by efforts toward *dependability* (Brown, 2004). For qualitative research, dependability in a broad sense involves accounting for changes in conditions related to the people and things being studied, as well as changes in research design over time. It is closely related to the concept of *reliability* in quantitative research. One specific concern related to dependability is examining the consistency of interpretations of data. In the context of the current study, for all reasonable intents and purposes, it is impossible to create a completely objective and consistent way of naming the topic of a reflection segment, such that any person from any background would interpret the data in the same way. The reality is quite the opposite. There are a great variety of ways that different people could answer the question "What topic is this reflection on?" There will always be an element of inconsistency between the meanings drawn from qualitative data by different people. The main reason for using an inter-coder agreement test in the context of the current study is to obtain a concrete measurement of this inconsistency. Rather than leave the issue as an abstract uncertainty surrounding my own interpretations of these data, I believe it is better to provide information that communicates the reality of the situation, to communicate to what degree interpretations of reflection topics are consistent between people. Nevertheless, with respect to D1 and D2, my intention was to build a coding frame that allowed for the greatest amount of consistency in the interpretation of reflection topics and referencing in reflection by creating subcategories that would be both easily understood and mitigate the amount of inferencing needed during the coding process. It is also important to clarify that I intended the subcategories to be easily understood specifically by TLs, LTEs, and other individuals related to the area of L2TE.

In addition to these efforts in structuring the coding frame, more information regarding the dependability of my own coding is needed to evaluate the quality of the coding frame, as well as the quality of the current study's findings. The basic options for accounting for dependability in coding procedures and results are negotiating consensus and inter-coder agreement (ICA) testing. The former entails multiple researchers sitting down together to discuss the coding of the segments until agreement is reached, while the latter involves researchers coding data independently and then counting the amount of agreements and disagreements. This can also be done by one researcher at separate points in time, although Schreier (2012) points out that there is a distinction between testing for agreement across persons (*intersubjectivity*) and testing for agreement across time for one individual (*stability)*. It is also possible to include some negotiation and consensus building, as training or practice, prior to separating researchers to do their individual coding for ICA testing. The amount of effort and time applied here can vary, and it can serve to improve upon the quality of the coding frame prior to coding. I believe that both methods have their strengths and weaknesses, and for the current study, I chose to conduct an ICA test between myself and another independent coder.

When designing the ICA test, it was important to include an adequate sample size to ensure that there were enough reflection segments in each category of the coding frame. I coded a sample of roughly 15% of the total data and included equal amounts of segments from each of the four reflection data sources (final papers, journals, group discussions, and observation debriefs). Also, for each data source, I included data from each of the participants. Finally, I used the beginning of the reflection file (text document or transcript text file) for one third of the data, the middle of the reflection file for another third, and the end of the reflection file for the rest. I decided to limit the ICA test to 240 reflection segments, which constitutes 12 hours of coding

time, assuming a rate of three minutes per segment. Given that many segments are long, complicated, and require more than three minutes to read and interpret, and that the coder should also take periodic breaks to refresh their mind (Geisler, 2004), the actual time commitment was much more.

The researcher who assisted in the ICA test (Coder 2) was a master's student in applied linguistics. It is important to note that some of the reflection data contained terminology that is unique to applied linguistics, and the second coder's knowledge was therefore relevant to their interpretation of the meanings in the data. As I mentioned previously, my intention is to produce findings that are relevant for TLs, LTEs, and other individuals related to the area of L2TE. Thus, it was important that Coder 2 be a member of this group. Coder 2 had taught EFL in Korea for four years before beginning studies in a master's program in applied linguistics in the U.S. Coder 2 grew up in the United States, speaking English as their L1. In addition, coder 2 was interested in research on language teacher education. However, it is important to mention that coder 2 had never conducted formal research data analysis prior to this study.

Coder 2 and I (Coder 1) first reviewed the codebook (Appendix E), to achieve a shared understanding of the meaning and structure of the coding frame in a one-hour meeting. After this, we separately coded the 240 segments of the ICA test. During the coding, we communicated only once by phone for 30 minutes to discuss our interpretations of the coding frame. At no point was the coding of any specific segment discussed. Following the coding we had another meeting to discuss how the process of coding the reflection data went, but made no adjustments to our original codes. In other words, the results of the ICA test were produced from each individual coder's interpretation of the coding frame and there was no consensus building for any of the segments. Conducting the ICA testing process in this way places more focus on the quality of the

coding frame itself and its ability to be interpreted consistently across individuals without extensive explanation or training. This is also important because my aim was to make the current study's findings as relevant as possible for TLs, LTEs, and other individuals related to the area of L2TE, without the need for much prerequisite knowledge of general research methods or the specific methods used in the current study.

The results of the ICA test for D1 are summarized in Table 3.5. The overall percentage of agreement was 73.2%. Agreement was most notably weak for *Teaching actions: content and style of giving instructions and other communication with students*. I assigned this code more often than C2 did, indicating that I had a broader concept of this subcategory and included more various reflection segments in it. The same appeared to be true for the subcategories s*chool or course context* and *cognitive language learning process*. Nevertheless, considering the nature of the approach to the ICA test, the results provide meaningful evidence regarding the dependability of the coding frame and the findings of this study, giving one clear measure of *intersubjectivity* in the interpretation of these data. Naturally, a higher percentage of agreement indicates stronger dependability, but these results are indicative of the richness of the reflection data and the inevitable variability in how such rich data are interpreted across individuals. To reiterate a previous point, the goal of the ICA test was to provide a concrete measurement of the reality of the situation, to communicate the degree to which interpretations of reflection segment topics are consistent between people (in this particular context).

The *miscellaneous* subcategory reveals another important point of the ICA test. As the creator of the coding frame, it was my intention that the list of subcategories cover all potential topics. If there was another topic that I found in the data sample used for the ICA test, I would

create a new subcategory for it. Therefore, it was obvious that I would find no *miscellaneous* categories in the data sample. However, I recognized that this was not the case for Coder 2, and

Table 3.5
Inter-coder Agreement Test Results for D1

Subcategory	Coding Frequency	Coder 1 only	Coder 2 only	Percentage of Agreement
Materials	7	2	0	71.4%
Personal goals and achievements	23	0	6	73.9%
Reflection on reflection	21	4	0	81.0%
School or course context	10	4	0	60.0%
Student qualities, traits, and actions	40	8	4	70.0%
Teacher qualities and traits	37	2	4	83.8%
Teaching actions: content and style of giving instructions and other communication with students	34	10	4	58.8%
Teaching actions: content or structure of the lesson or teaching actions within the lesson	105	8	13	80.0%
Teaching actions: structure of feedback or grading	5	0	0	100.0%
Cognitive language learning process[8]	5	2	0	60.0%
Miscellaneous	8	0	8	0.0%

so I included the option of coding data that did not fall into the D1 categories as *miscellaneous*. The ICA test results reveal that out of a total of 240 segments, Coder 2 decided eight times (3.3%) that segments should be coded under another category that did not exist in D1.

When considering the relative dependability of the coding frame it is of course important to discuss ICA testing approaches in related research. Yesilbursa (2011), in her study of university students in an English language teaching program, created a frame of four codes: a) actions of student teacher, b) actions of students and teaching partners, c) the microteaching activity and video recording, and d) previous experience as a learner, hypothetical future

[8] Although this subcategory was included in the ICA test, it was later found that this category did not emerge in data outside of the sample. In total, less than half of a percent of total data were relevant to this category, and it was therefore removed for the main analysis.

experience (p.110). She mentions briefly that several meetings were conducted between two coders and a subsequent independent coding of 10% of the data revealed 95% agreement for this thematic coding frame. Due to lack of information, it is difficult to discuss whether the difference in percentage of agreement (73.2% for the current study) is related to differences in the type and amount of effort spent on creating a shared understanding of the coding frame, or whether the difference is related to the quality of the coding frames themselves. It is only clear that there were several meetings between both coders. However, statistically, it is known that a smaller number of categories causes higher percentages of agreement by chance. In other language teacher reflection studies that I reviewed, I could find no information on ICA testing or on the process of managing the dependability or reliability of findings (A'Dhahab, 2009; Farrell, 1999; Ho & Richards, 1993; Liou, 2001). One plausible explanation is that publisher page-count restrictions did not allow for full discussions on the data analysis process.

While it is true that descriptions of the themes and patterns in the data take up much of the page count in publications, I argue that thorough descriptions of the methods used to enhance and test the dependability of coding frames are also necessary in language teacher reflection research. Primarily, clear explanations of research methods allow researchers to make more meaningful connections between the results of studies from different contexts. The type of materials used to explain coding frames to coders, the number and length of meetings used for discussion and calibration, and the way that coders are instructed to code the data are all important to contextualize the results of reflection analysis.

That being said, it is important to note that the more involved and numerous meetings between coders are, the more difficult it is to accurately explain what was done in those meetings. I suggest that ICA tests that involve minimal procedures for coders are easier to replicate and

therefore produce results that are more comparable. I concede that coders progressively working toward consensus and shared understanding can produce higher quality coding frames. However, I argue that caution is required because when coders spend more time and effort in meetings to achieve agreement, their judgment is simultaneously farther removed from the views of a typical teacher. If researchers want their findings to be relevant to teachers, this is an important consideration.

Dimension 2: Referencing. As mentioned previously, the second dimension of coding (D2) was concerned with the act of referencing an outside source of information within a reflection segment. The nature of D2 is inherently different from D1 because coders coded based on single statements or instances of referencing instead of coding based on meanings drawn from the entire reflection segments. Due to this distinct nature, it was possible to utilize an entirely different segmentation strategy for D2. However, I chose to prioritize the ability to compare the frequency of D2 codes across the reflection topics of D1. I felt this perspective of the data could be interesting, and therefore I had to use a consistent segmentation structure to analyze the relationship between D1 and D2. Thus, each reflection segment was coded for topics as well as coded for each type of referencing that occurred within the segment.

In keeping with the principles of QCA and the coding philosophy used for D1, the data were coded with as little inferencing as possible. This meant that both the reason for the reference and the effect of the reference on the meaning of the reflection content were not considered when coding. However, the coder did have to consider whether or not the mention of a person, a place, an article, or other object in the reflection *had* an effect on the reflection at all. Below is a typical example from an observation debrief of a TL referring to another TL's ownership of an activity they used in class.

TL6: Yeah, so I took out more than half of the ones that [TEACHER LEARNER 10] had prepared in there, but it was still too difficult. I knew it would be too difficult going in, but I tried to really make them words that I thought they would at least might have heard before, but they still ... that second verse, they only got ... I think it's “dark,” but she got “dog.” There's another one that's “big,” and they said “bee.”

LTE1: Yeah.

TL6: So I'm trying to figure out what to do with it tomorrow.

LTE1: One option would be to show that other video that's got the words on it.

TL6: Oh, that would be-

LTE1: What [TEACHER LEARNER 10] did was he showed this one for quite a while and had them try to get all the words, but then he showed the one that had all the words written out where they could check their answers.

TL6: Okay, that would be a good way to do it.

LTE1: You might go to that one sooner than he did because your students aren't going to get it as much as his did.

For the purposes of this study, although the coder need not consider why TL1 is mentioning that the activity was conceived by TL10, it was important to recognize this mention of TL10’s name as a reference because TL1 was giving credit to the creator of the activity, and, the activity itself is the target of the reflection. Conversely, there were cases when a TL would mention another TL in such a way that had no effect on the topic of reflection at all, as in the example below:

TL8: So there's one day, I put their email address on the board. I'm like, "Okay. So, pick one of these people and email them and also, send it to me." Both groups only sent it to me, and then, in the email, it says, "Dear [TEACHER LEARNER 10] ..." because we

were using [TEACHER LEARNER 10]'s name as an example. They don't really understand me. I got mad, I'm like, "If you don't understand, tell me or ask me. I'm not ..." but ... you know what I mean? And then, that's why on Wednesday, I was pushing them really hard. I was teaching them phonetics, right? And then, I put all of the ... I was using the British one because that's the one that I learned. I think it's better than the IPA that we used. So, it was 48 symbols. I put them on the board and then, like, "Okay. I'll give you 3 minutes to see if there are anything that you don't know, you're not sure about, then, you'll go to the board and circle it."

Here, TL10's name is mentioned again, but not in a way that has any effect on this reflection of how TL8's lesson went. To this extent, coders had to infer whether or not the mention of a person, a place, an article, or other object in the reflection was a reference. To manage this issue, the coding frame for D2 guided coders to be biased against excluding segments. The coding frame instructs coders not to exclude segments unless it is quite clear that the mention of a person, a place, an article, or other object is not a reference, that it has no effect on the quality of the reflection. Fortunately, segments like this one above, that held a mention of a specific source but were coded as having no reference, were few.

One final issue regarding D2 is the definition of "referenceable sources." I decided that limiting the possible referenced sources to those outside of the TL's current practicum class context would help to keep the concept of D2 simple and easy to understand and operationalize. TLs who taught different sections of the same course, or different classes in the same practicum could reference students or activities from those contexts as outside distinct teaching contexts if the reflection was centered in a distinct section. However, in terms of time, I decided that TLs

mentioning things that happened in their class in the previous week did not count as a reference to a different context.

Table 3.6 provides an overview of the subcategories of D2. As was the case for subcategories of D1, a high level of abstraction was used to keep the number of subcategories low and to maintain the ability to compare frequencies across individual TLs and the four reflection sources.

Table 3.6
Overview of D2 Subcategories

Subcategory name	Includes
Different teaching/working context	References to different places, or times in which the TL worked as a teacher or in another profession. Can also be a reference to things the TL did in different course/class within the same school or area.
Established academic concept or academic source	References to journal articles, books, etc. and/or the theories, approaches, or other ideas related to language teaching in those sources
Language learner experience and other learner experience	References to the TL's experience as a language learner or learner in another educational context
Other teacher's perspectives	References to the ideas of the TL's teachers or colleagues.

Different teaching/working context. Segments coded under this subcategory included statements that often referred to the TL's past teaching experiences. General "working contexts" were also included in the subcategory name because TLs sometimes referred to their past working contexts in jobs that were not specifically teaching positions, but were related to education. To illustrate this, the example below features TL1 referring to her previous work experience as a school-based specialist[9]:

[9] Actual job title generalized to protect the identity of the participant

TL4: What about you? When did you make the transition from [school-based specialist] to language teacher?

TL1: I'm not sure I have made that transition. I've been a teacher for a week now.

TL14: Is this your first time teaching English?

TL1: As an independent teacher, yes!

TL14: Well you survived the first week.

TL1: Yay. So the call to teach. I'm like, I am not sure I'm going to be a teacher. I have a very strong identity as a [specialist].

TL14: Yeah.

TL4: But you're in applied linguistics now.

TL1: Exactly and I'm trying to embrace it, but it's hard sometimes because, you know, I wrote in my journal something that I really struggled with after the first lesson was that I got to the end of the day and I survived and it went well, but I felt so disappointed. I felt I had no connection to the students. I didn't know them at all. Whereas, in [school], because it's small group or individual and it's so focused and it's so individualized that just one session is often enough to get a real feel for what that kid is going to be like.

In this segment, TL1 is referring to her previous work experience to compare with the current practicum teaching context. Although it is outside the scope of this study, and beyond the capabilities of QCA to analyze the nature of this particular reference and the reasons for it, the coder for this segment should recognize, at a minimum, that TL1 is adding additional information and expanding the reflection by pulling in knowledge from a distinct context.

Established academic concept or academic source. Segments coded under this subcategory often featured references to formal theories and language teaching approaches in second language pedagogy and second language acquisition. They sometimes featured formal APA format in-text citations, making them exceedingly easy to identify in the data. Other times, the mention of article titles or book titles were also clear indicators. However, TLs would sometimes mention only the names of second language acquisition theories or second language pedagogical approaches. In these cases, coders had to utilize their own judgement as to whether or not the theory or concept was indeed an "established academic concept" (as opposed to a general, non-academic idea). This was not particularly difficult as both coders were graduate students in this area of study, but it is important to mention this element of subjectivity in the coding frame. In this sense, this part of the coding frame relied on a shared understanding of the academic area of second language studies and applied linguistics, and the ICA test results (discussed in the next section) provide a measure of the extent of this shared understanding.

In principal, the mention of specific names for theories and approaches was required for coding to avoid the confusing process of inferring whether or not a reflection that didn't include the concept name was adequately related to an established academic concept. In the following reflection segment, the TL does not provide a clear reference to a book or article she read, but mentions the academic concept of "translanguaging."

TL4: Can you go back to the list for a second and pose a deeply philosophical question that I've developed with these teacher's needs. "Is the teacher I am the person I am?"

TL14: Oh, God.

TL1: No.

> TL4: What are the differences? What I've found is there are many things I believe in as a teacher, but I have these overridden values that kind of take over when I don't feel equipped to necessarily carry out these beliefs in the classroom. I really believe in trans-languaging from an academic point of view, but I'm still really trying to figure out how to introduce that, encourage that, and implement that in my classroom. My, I guess, overriding value of time management takes over. I don't have the time and energy to really think about that question. It kind of gets pushed to the back burner. I don't know. I'm really trying to uncover what I believe that isn't getting carried out in my classroom. I'm wondering about this.

Although the referential aspect of the segment would be clearer if there were a mention of a book or article that TL4 read, she mentions "translanguaging" as an example of one the many things she believes in as a teacher. She uses it to illustrate her point about the difficulty of figuring out how certain beliefs translate into classroom practice. From the content of the segment it can be reasonably inferred that TL4 is referencing the academic concept of translanguaging to make a point in her reflection. Although it was my aim to reduce the amount of inferencing needed in the coding process, reflection data are complex and will inevitably require some amount of inferencing and subjective interpretation to code. Indeed this a well-recognized aspect of QCA, one that distinguishes it from *Quantitative* Content Analysis (Morgan, 1993; Schreier, 2012).

Language learner experience and other learner experience. Reflection segments also included references to language learner experiences. The aspect of "other learner experience" was added because TLs often reflected on various aspects of teaching with references to classes in other subjects, such as math and science. During the coding process, one important issue concerned the mention of things that the TLs' former teachers did or said. Since such statements

could possibly be conceived as references to a different D2 subcategory of *Other teacher's perspectives*, the coding frame includes a rule that all references in which the TL observed something from the role of a learner should be coded under *Language learner experience and other learner experience*. Under this rule, all words and actions of teachers from the past that the TL referred to would be categorized under *Language learner experience and other learner experience*, as in the example from a journal reflection below:

> TL11: For example, I want my students to have fun in my class. I try to incorporate fun materials like if I'm showing a video, choosing something that is more entertaining. But, overall it's not upbeat energetic I feel. I want them to associate language learning with fun and enjoyable experiences not a torture which is already difficult. How do I achieve this? Constant battle. Think of what I can do. Be conscious of how I behave as a teacher. How would my students take it as? Put myself into the shoes of my students. I hated when my Spanish teacher spoke only Spanish to me because I had NO idea what was going on. I'm doing the same thing now, and I complain how my students' level is too low I can't get them to understand simple instruction. How would my students feel when I'm only speaking English, and they feel lost? Keep learning from other teachers and think of students.

In this segment, the TL11's reference to her former teacher's perspective on speaking only Spanish (the target language) to students was categorized as a reference to *language learner experience and other learner experience*. Again, this is because the TL was in the role of a learner (and not a teacher) in the context of the reference. Regarding this coding frame rule, it is important to note that for references related to second language teaching courses or other teacher education contexts in which the TL is a "student," the coding frame considers TLs to be in a

teacher's role. Therefore, references to the actions and words of LTEs, for example, would be categorized under *other teacher's perspectives*.

Other teacher's perspectives. In some reflection segments TLs referred to the perspectives of other teachers. By doing so they often were drawing from the knowledge or teaching style of the referenced teacher, as in the case from final paper reflection below:

> TL2: After creating my reading and vocabulary focused SLOs[10] for the class, I wondered in my journal about whether my class would still be as engaging with these SLOs. I wrote, "I guess it is hard to tell from a list of SLOs or a schedule of planned reading skills/strategies, but to me it still seems a bit boring." I received reassurances from both [TEACHER LEARNER 13] (my dialog journal partner) and [LANGUAGE TEACHER EDUCATOR 1] that a syllabus and a set of SLOs does not necessarily have much bearing on whether the class itself will be engaging, but I continued reflecting on the tension I felt between engagement and SLOs at other points in the class as well. After meeting with my reflection group on June 9th, I wrote the following about the contradictions in my teaching: "I want to be systematic, focused on SLOs, and purposeful, but I think sometimes I still think in terms of what would be an interesting thing to do, and then I build an SLO around it."

In this reflection segment TL2 refers to both TL13 and LTE1 to confirm the idea that her syllabus and student learning outcomes are relatively unrelated to how engaging the class will be.

Many of the references in reflection segments coded under *other teacher's perspectives*, referred to fellow TL's. This is most likely because in the Thailand practicum context, the TLs spent a large amount of time together in the practicum course, in faculty teacher offices, and in

[10] Student learning outcomes (SLOs) are statements that clarify the major goals of a course in terms of what students should learn by the end of the course.

the same dormitory. As a result, there was a lot of collaboration and sharing of materials and ideas between TLs. Typical references in this category were for materials or activities "borrowed" from other TLs. Below is one example from a group discussion segment of a simple reference giving credit to a fellow TL for a borrowed activity:

> TL7: The second day I went over all the stuff again. I wrote it all on the board. I did it myself a couple of times. I had them ask me some questions that were up on the board like "What do you like to do in your free time?" Or "What's your favorite food?" So, then they got that, they were all sitting down for this. I had them go into their groups and then ask each other the same questions in English so they get some practice. Then I had everyone stand up and come to the front in a big line. I just went around, what did I do? Then I did it again, but I asked each of them, myself and they were louder then. Then I did what [TEACHER LEARNER 14] suggested and had them get in… had them order themselves by their height. So, I put on there, "How tall are you in centimeters?" That one they got pretty good. Once they were in order by height, then I went over again with the… I would mix it up. So, some of them I would say "How tall are you?" "155" or whatever.

In this segment, TL7 reflects on his teaching actions he took during class and refers to TL14, crediting him for the idea to order students by height. Compared to the previous example, this reference is perhaps "lighter" in the meaning that it invokes. However, the actual meanings of the reflections are beyond the scope of this study's QCA analysis. Thus, both segments counted equally as one instance of referencing *other teacher's perspectives*.

Miscellaneous. There were only a few instances of references that did not fall into the four subcategories above. Throughout the current study's data there were five references to TLs'

general teacher education experiences. In these segments, there were no indications of referencing to a specific person, academic theory, or even specific course. Also, distinct from referencing the ideas of another teacher, one TL referenced a non-teacher friend when reflecting on her anxiety when teaching and one TL referenced her mother while reflecting on her identity as a teacher.

Dimension 2 inter-coder agreement test. The results of the ICA test for D2 are summarized in Table 3.7. The overall percentage of agreement was 90.4%. This difference in agreement between D1 and D2 is likely due to the nature of the dimensions. Deciding on the topic of a segment of reflection is a much more complex process than identifying evidence of referencing. In terms of coding process as well, D2 is much simpler in that it does not require the coder to utilize the whole of the segment. The D2 coding process only requires that the coder identify a single statement of referencing within the segment, and then determine its type. Lastly, D2 has much fewer categories, making consistent coding easier still.

Table 3.7
Inter-coder Agreement Test Results for D2

Subcategory	Coding Frequency	Coder 1 only	Coder 2 only	Percentage of Agreement
Different teaching/working context	40	6	0	85.0%
Established academic concept or source	20	2	1	85.0%
Language learner experience and other learner experience	12	0	0	100.0%
Other teacher's perspectives	45	0	4	91.1%
No referencing	143	5	6	92.3%
Miscellaneous	1	0	1	0.0%

In general, the high percentages of agreement for D2 subcategories, despite the very minimal time spent for Coder 2 to learn the coding frame, provides some evidence of the quality of the coding frame itself.

Across the final paper, journal, group discussion, and observation debrief data, a total of 1734 reflection segments were coded for topics in D1 and subcategories of referencing in D2. Although segments varied in length, at an estimate of four segments per page, the data add up to approximately 433.5 pages of single-spaced text. I felt that this amount of data was sufficient to show meaningful differences in frequencies of topics between reflection data sources and individual TLs. The data were compiled, coded, and analyzed through the use of NVIVO software v12.1.

CHAPTER 4

FINDINGS

This chapter covers the findings of the current study's analysis of TL reflection in practicum contexts. In general, there were meaningful variations in reflection data across sources of reflection (reflective journals, final papers, group discussions, and observation debriefs) and across individual TLs. Throughout the chapter I provide possible explanations for those variations where I can. The first section of the chapter covers comparisons in the variation of reflection segments coded under D1 and D2, across different sources of reflection. The following section similarly reviews variation of reflection segments coded under D1 and D2, but across individual TLs. Following this is a section focused on more detailed analysis of how referencing interacts with reflection. The final section features an analysis of the content of reflection data within the D1 subcategory of *reflection on reflection*, at a more detailed, lower level of abstraction.

Data across Different Sources of Reflection

Tables 4.1 and 4.2 reveal the frequency of D1 and D2 subcategories coded within different data sources by percentages. The bottom row of each table shows the number of times a segment was coded for all subcategories. The total number of segments indicated in table 4 and table 5 are both different from the total number of segments analyzed in this study. This is because some segments were coded with multiple topics for D1 and some segments were also coded for multiple types of referencing for D2. In total, there were 32 segments out of 1734 that were coded for two topics instead of one, with 26 of these coming solely from final reflection paper data. It is possible that the more rigid approach to structuring the written reflection data by paragraphs had some influence on this result, but the number of multi-topic segments in the

journal data (the other written reflection data source segmented by paragraphs) was much less. One plausible reason for the high number of multi-topic reflection segments in final paper reflection data is that the formality of the final paper assignment caused TLs to connect ideas within their reflections more thoroughly, causing single paragraphs to be denser, holding the required three statements for more than one topic.

The total segment counts in the bottom row also reveal that there were similar amounts of reflection between Thailand practicum journals written in the first half of the term and in the second half of the term. This is one indication that the amount of TL reflection was consistent in the first and second half of the Thailand practicum. The table indicates fewer reflection segments from observation debriefs done by myself when compared to those done by the professor of the Thailand practicum (LTE1). However, as mentioned previously, there was one TL who was not able to complete his second debrief with me due to scheduling problems. The percentage statistics allow for a more meaningful comparison between observation debriefs conducted by myself and the Thailand Practicum LTE. Debriefs conducted by LTE1 were comprised of 15.4% of reflection (37 segments) on *student qualities, traits, and actions*, whereas debriefs conducted my myself only contained 8% (15 segments). A review of the transcripts revealed that, while watching the video of the observed class with the TL, LTE1 often made comments on the particular behaviors and actions of the students, whereas I seldom did so in the debriefs. This may have been the reason for more reflective discussions on *student qualities, traits, and actions*. Another difference in the style of the debriefs conducted by LTE1 and myself was that I conducted the debriefs with a more rigid structure. At the beginning of debriefs I would explain that I would ask the TLs to repeatedly answer the same two questions, ("What was your desired learning outcome?" and "What other options did you have?"), and these would guide the

Table 4.1

Dimension 1: Frequency of Topics in Specific Reflection Sources

Reflections Topics	Final Paper	Group Discuss	LTE Debrief	Author Debrief	Journal U.S.	Journal Thai 1/2	Journal Thai 2/2	Total
Materials	1.1%	0.7%	5.8%	2.8%	7.7%	0.3%	0.0%	1.7%
Personal goals and achievements	10.1%	0.0%	0.0%	0.0%	9.6%	2.7%	3.0%	3.0%
Reflection on reflection	9.7%	13.1%	0.4%	0.5%	1.9%	4.4%	3.3%	5.3%
School or course context	2.9%	1.4%	0.0%	0.0%	11.5%	0.6%	0.3%	1.2%
Student qualities, traits, and actions	9.7%	11.3%	15.4%	8.0%	7.7%	13.2%	9.6%	11.2%
Teacher qualities and traits	19.4%	8.8%	0.0%	2.4%	1.9%	8.2%	13.5%	9.1%
Teaching actions: content and style of giving instructions and other communication with students	5.4%	5.0%	9.1%	13.6%	9.6%	5.2%	5.4%	6.9%
Teaching actions: content or structure of the lesson or teaching actions within the lesson	39.9%	58.0%	68.9%	72.3%	50.0%	64.9%	62.6%	60.4%
Teaching actions: structure of feedback or grading	1.8%	1.8%	0.4%	0.5%	0.0%	0.6%	2.4%	1.3%
Total	100.0% (278)	100.0% (283)	100.0% (241)	100.0% (213)	100.0% (52)	100.0% (365)	100.0% (334)	100.0% (1766)

Table 4.2

Dimension 2: Frequency of Types of Referencing in Specific Reflection Sources

Types of Referencing	Final Paper	Group Discuss	LTE Debrief	Author Debrief	Journal U.S.	Journal Thai 1/2	Journal Thai 2/2	Total
Different teaching/working context	13.9%	20.3%	4.6%	6.1%	2.0%	5.5%	8.8%	9.7%
Established academic concept or source	17.1%	4.8%	0.0%	1.4%	3.9%	1.1%	3.8%	4.5%
Language learner experience and other learner experience	6.0%	7.6%	0.8%	0.9%	7.8%	2.2%	2.4%	3.5%
Other teacher's perspectives	9.1%	14.8%	7.5%	4.2%	19.6%	13.0%	12.6%	11.0%
No referencing	54.0%	52.4%	87.1%	87.4%	66.7%	78.2%	72.4%	71.4%
Total	100.0% (252)	100.0% (290)	100.0% (240)	100.0% (215)	100.0% (51)	100.0% (363)	100.0% (341)	100.0% (1752)

observation debrief towards reflection. Despite this difference in debrief session structure, the frequency statistics reveal that debrief sessions between LTE1 and myself were overall quite similar in terms of both topic variety and types of referencing that occurred. One explanation for this is that both LTE1 and myself were in agreement on the important factor of allowing TLs the freedom to stop, rewind, and fast forward the video whenever they wanted and encouraging them to discuss whatever aspects of the class that they wanted to. It seems that the TLs took advantage of that freedom in the same way, despite the differences in the style of questioning and guiding reflection offered by LTE1 and myself. Admittedly, QCA is not an appropriate tool for uncovering such differences in styles of conducting debriefs. More meaningful differences may be discovered through research methods such as conversation analysis (Clift, 2016).

There were also interesting differences and similarities within the statistics for journal data. A comparison of the frequency statistics between journal entries written in the first half of the Thailand practicum and the second half shows no indication of any dramatic changes in reflection. This is most likely due to the short length of the practicum. However, there are noticeable differences in the frequencies of topics and types of referencing when comparing journals of the two practicums. Although the data only contain journal entries for two participants from the U.S. practicum, the results show that the TLs in the U.S. practicum referenced their experiences as language learners more and their experiences from working contexts less. One likely reason for this is the Thailand practicum TLs as a group had much more professional teaching experience. This would mean that some Thailand TLs tended to reference their past work experiences while not referring to their experience as language learners much. There is more information in the following section on individual TL data that also supports this notion. In terms of topic variety, there was also some difference in that reflection was more

distributed amongst the various topics in the U.S. practicum TL journals. In the Thailand practicum TL journals, reflection was more concentrated in the subcategory of *teaching actions: content or structure of the lesson or teaching actions within the lesson*. This is true also for group discussion and observation debrief data. One plausible reason is that the Thailand practicum TLs were given a lot of freedom to build and plan their class content and structure from scratch, and the classes were taught solely by the TLs. U.S. practicum TLs were often given specific tasks to do and content to teach, and always had to work alongside an experienced teacher. Although this contextual difference may serve to explain the concentration of reflection on the topic of *teaching actions: content or structure of the lesson or teaching actions within the lesson*, the frequency statistics for reflection in the U.S. practicum for this subcategory are still high, suggesting that, perhaps, TLs are chiefly concerned with their teaching actions in relation to the structure and content of their lessons, as opposed to other D1 topics, regardless of context. Figure 4.1 provides a visualization of the prominence of the topic of *teaching actions* versus all other categories, further broken down into its three subcategories.

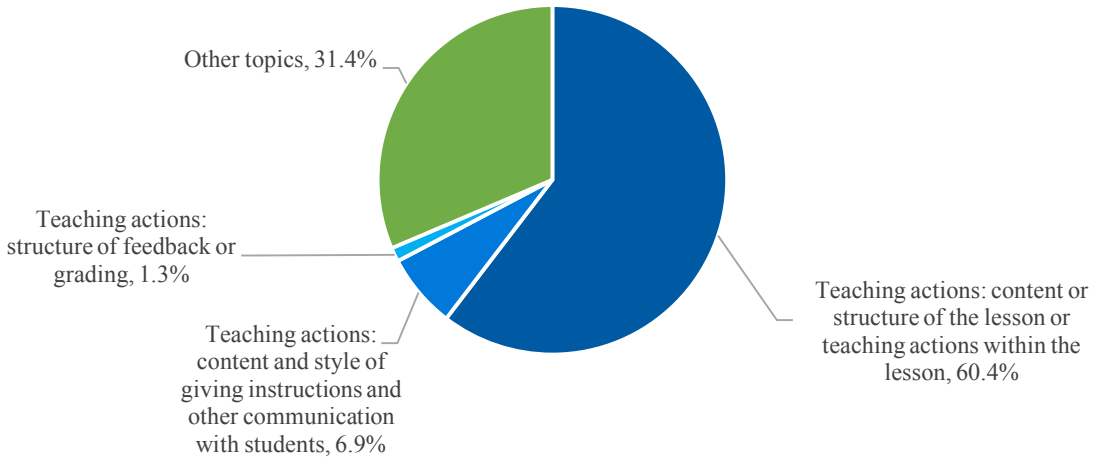

Figure 4.1 Overall reflection frequency by topic. This figure illustrates the number of reflection segments on the topic of *teaching actions* versus the number of segments on other topics.

In the final paper reflection data, the topic of *teaching actions: content or structure of the lesson or teaching actions within the lesson* was still the most prominent, but to a much lesser extent than in other reflection data. There was a large amount of reflection on *teacher qualities and traits*, which makes sense given that the paper was to include information on the TLs' teaching philosophies. Also, there was a much higher concentration of referencing of *established academic concepts or sources*, which is in accordance with the formal nature of the final paper assignment. Finally, the group reflection data were interestingly distinguished with the highest concentration of reflection on reflection. This is at least in part due to the weekly discussion topics given to guide the group discussions toward reflective practice, and perhaps also due to the context of the group discussion, allowing TLs the opportunity to share aspects of their personal reflective practice, which was a core aspect of the Thailand practicum.

Data across Individual TLs

Tables 4.3 and 4.4 reveal the frequency of D1 and D2 subcategories coded for individual TLs. The column on the far right of each table shows the number of times a segment was coded for any subcategory for each TL. The total number of segments indicated in table 4.3 and table 4.4 are again different because some segments were coded with multiple topics for D1 and some segments were also coded for multiple types of referencing for D2. In addition, because table 4.3 and table 4.4 display the frequencies related to individual TLs and most of the group discussion data segments were marked with multiple TLs participating in them, the total numbers of segments coded are larger than in tables 4.1 and 4.2. However, it is important to distinguish that for D2, only the specific TL who made the reference was recorded as making that reference type. Other TLs who participated significantly in the reflection but did not make any references were recorded for one reflection segment with no referencing. For D1, all TLs who participated in the

group discussion reflection segment were each recorded as having reflected on the topic assigned to that segment.

Table 4.3 also shows the prevalence of the topic *teaching actions: content or structure of the lesson or teaching actions within the lesson*, but it reveals that the concentration of reflection segments on *teaching actions: content or structure of the lesson or teaching actions within the lesson* was not as pronounced for certain individual TLs. TL2's reflection segments were 35.8% on this topic, TL4's reflection segments were 47.4%, and TL17's reflection segments were 37.5%, much lower than the average of 58.5%. TL16 had 0% in this subcategory, but data for this TL were limited to only his final paper due to his opting out of providing journal data. TL17 focused much of her reflection on the listing of things she learned or skills she gained throughout her practicum experience. She had the highest concentration of refection in this subcategory of *personal goals and achievements*, and, in fact, all three of the participants of the U.S. practicum (TL15, TL16, and TL17) had noticeably high percentages of reflection in this category. TL4 and TL14 also had relatively low percentages of reflection on *teaching actions: content or structure of the lesson or teaching actions within the lesson*. Their reflection segments were distributed more evenly across the topics of *reflection on reflection* (14.8% and 13.4%), *student qualities, traits, and actions* (12.4% and 14.9%), and *teacher qualities and traits* (11% and 14.9%). Some of this similarity can be attributed to the fact that TL4 and TL14 were in the same discussion group. The group discussion reflection data constituted less than a fourth of the total reflection data, but the shared experience and culture of the members of that group may have accounted for similar styles of reflecting throughout the practicum. TL3, who also had a relatively low percentage of reflection segments on the topic of *teaching actions: content or structure of the*

Table 4.3

Dimension 1: Frequency of Topics for Individual TLs

	Topic A	Topic B	Topic C	Topic D	Topic E	Topic F	Topic G	Topic H	Topic I	Total
TL1	3.4%	3.4%	6.0%	0.9%	19.7%	8.5%	5.1%	53.0%	0.0%	100% (117)
TL2	0.0%	2.2%	8.6%	0.5%	10.8%	10.2%	6.5%	60.8%	0.5%	100% (186)
TL3	9.9%	4.9%	18.5%	0.0%	16.0%	7.4%	4.9%	35.8%	2.5%	100% (81)
TL4	1.4%	1.9%	14.8%	1.0%	12.4%	11.0%	5.7%	47.4%	4.3%	100% (209)
TL5	1.3%	0.0%	8.5%	0.7%	3.3%	7.8%	5.2%	72.5%	0.7%	100% (153)
TL6	2.0%	2.6%	3.9%	1.3%	7.2%	10.5%	6.6%	63.2%	2.6%	100% (152)
TL7	0.0%	2.6%	9.2%	3.9%	15.8%	6.6%	6.6%	55.3%	0.0%	100% (76)
TL8	1.8%	1.8%	2.7%	0.0%	12.4%	10.6%	7.1%	61.1%	2.7%	100% (113)
TL9	0.9%	1.8%	2.6%	2.6%	10.5%	10.5%	8.8%	59.6%	2.6%	100% (114)
TL10	0.0%	1.6%	3.2%	0.5%	5.8%	6.3%	4.8%	76.7%	1.1%	100% (189)
TL11	1.9%	0.0%	8.7%	0.0%	16.5%	7.8%	4.9%	59.2%	1.0%	100% (103)
TL12	0.0%	0.6%	3.7%	1.2%	8.6%	10.5%	11.1%	61.7%	2.5%	100% (162)
TL13	1.4%	1.4%	2.8%	1.4%	17.7%	9.9%	8.5%	56.0%	0.7%	100% (141)
TL14	1.5%	9.0%	13.4%	1.5%	14.9%	14.9%	1.5%	43.3%	0.0%	100% (67)
TL15	1.9%	13.2%	1.9%	7.5%	9.4%	0.0%	11.3%	54.7%	0.0%	100% (53)
TL16	0.0%	20.0%	0.0%	0.0%	10.0%	40.0%	30.0%	0.0%	0.0%	100% (10)
TL17	12.5%	25.0%	4.2%	12.5%	4.2%	4.2%	0.0%	37.5%	0.0%	100% (24)
All	1.6%	2.7%	7.0%	1.3%	11.2%	9.3%	6.6%	58.5%	1.6%	100% (1948)

Legend

A	Materials	F	Teacher qualities and traits
B	Personal goals and achievements	G	Teaching actions: content and style of giving instructions and other communication with students
C	Reflection on reflection	H	Teaching actions: content or structure of the lesson or teaching actions within the lesson
D	School or course context	I	Teaching actions: structure of feedback or grading
E	Student qualities, traits, and actions		

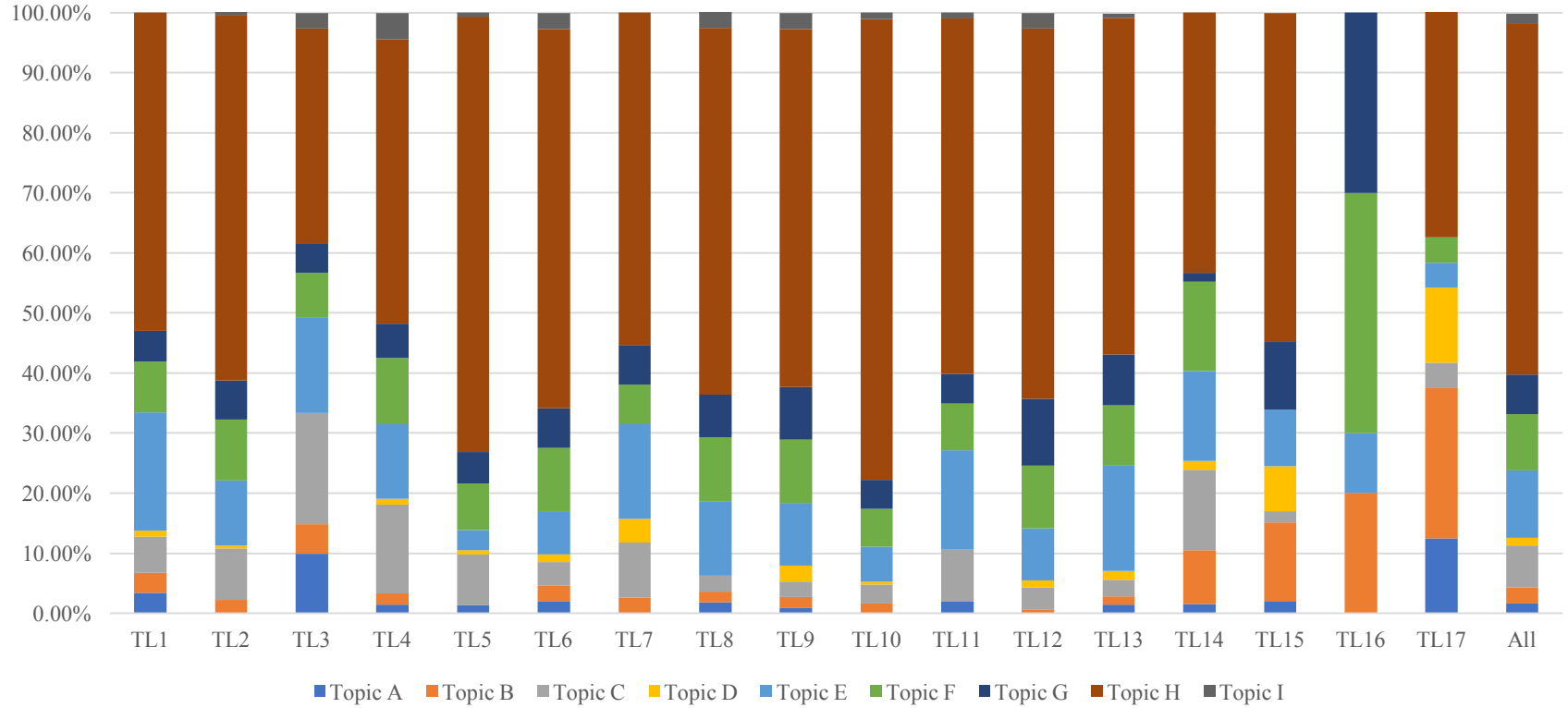

Figure 4.2. Dimension 1: Frequency of topics for individual TLs. This figure provides a graphical representation of table 4.3.

Legend			
A	Materials	F	Teacher qualities and traits
B	Personal goals and achievements	G	Teaching actions: content and style of giving instructions and other communication with students
C	Reflection on reflection	H	Teaching actions: content or structure of the lesson or teaching actions within the lesson
D	School or course context	I	Teaching actions: structure of feedback or grading
E	Student qualities, traits, and actions		

Table 4.4

Dimension 2: Frequency of Types of Referencing for Individual TLs

	Different teaching/working context	Established academic concept or source	Language learner experience and other learner experience	Other teacher's perspectives	No referencing	Total
TL1	20.9%	1.7%	0.9%	7.0%	69.6%	100% (115)
TL2	21.5%	2.2%	1.6%	11.3%	63.4%	100% (186)
TL3	10.3%	0.0%	3.8%	16.7%	69.2%	100% (78)
TL4	12.4%	5.2%	2.4%	12.9%	67.1%	100% (210)
TL5	11.6%	1.9%	1.3%	3.9%	81.3%	100% (155)
TL6	6.6%	2.0%	2.0%	14.5%	75.0%	100% (152)
TL7	2.6%	10.5%	1.3%	6.6%	78.9%	100% (76)
TL8	1.8%	5.4%	9.8%	16.1%	67.0%	100% (112)
TL9	1.8%	2.7%	10.0%	4.5%	80.9%	100% (110)
TL10	3.0%	5.1%	4.5%	13.1%	74.2%	100% (198)
TL11	3.8%	1.0%	1.9%	5.8%	87.5%	100% (104)
TL12	7.4%	8.0%	1.8%	8.6%	74.2%	100% (163)
TL13	2.2%	4.3%	1.4%	5.8%	86.2%	100% (138)
TL14	26.4%	6.9%	1.4%	11.1%	54.2%	100% (72)
TL15	3.9%	17.6%	13.7%	3.9%	60.8%	100% (51)
TL16	12.5%	0.0%	0.0%	12.5%	75.0%	100% (8)
TL17	0.0%	0.0%	0.0%	33.3%	66.7%	100% (24)
All	11.8%	5.0%	4.2%	11.4%	67.6%	100% (1940)

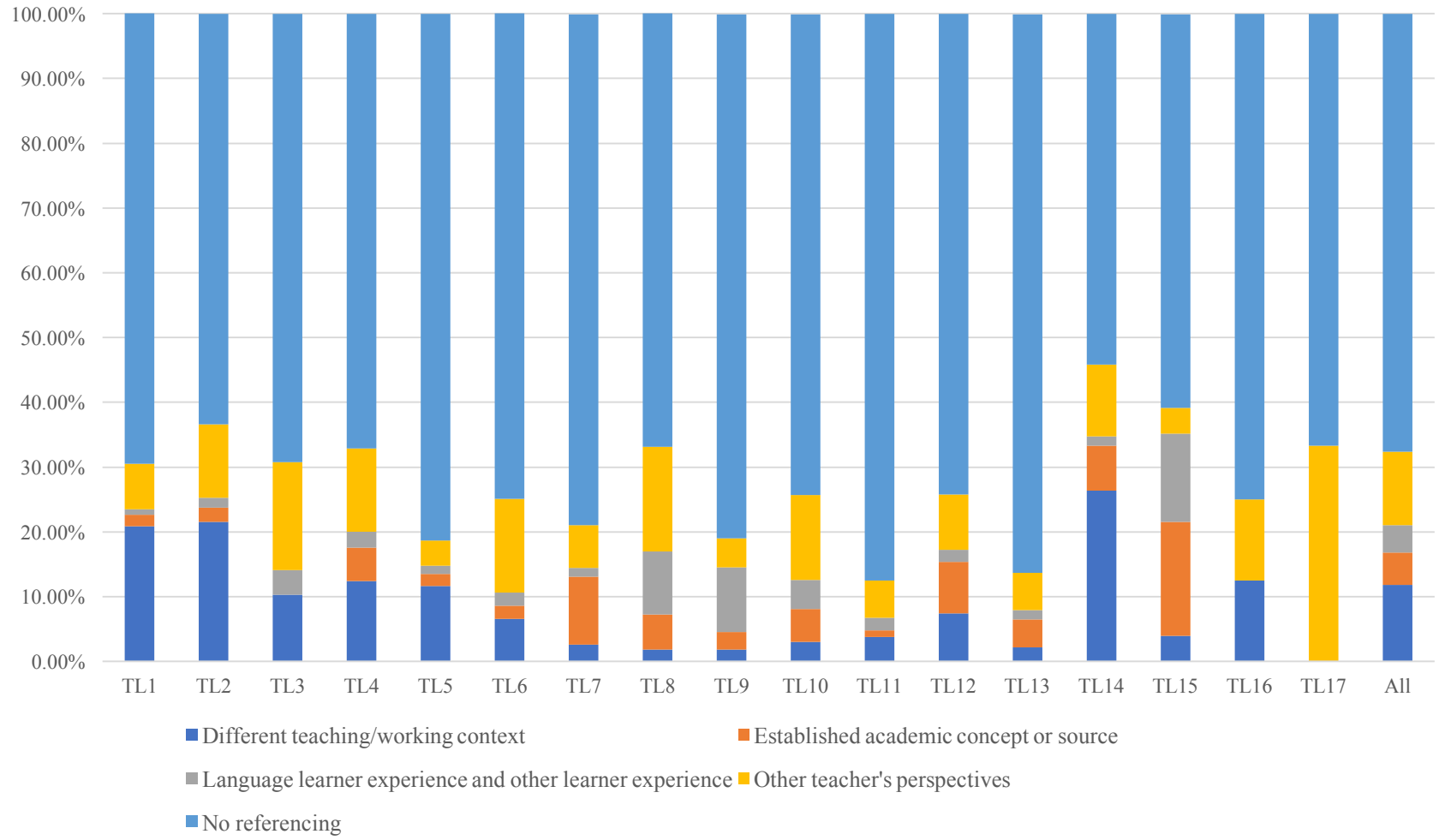

Figure 4.3. Dimension 2: Frequency of types of referencing for individual TLs. This figure provides a graphical representation of table 4.4.

lesson or teaching actions within the lesson (35.8%), was also a member of the same discussion group with TL4 and TL14.

With regards to D1 and D2 frequencies, the peripheral data sources can help to shed light on some of the factors that may have contributed to distinct variations in the TLs' reflections. For example, data from the interviews provide some perspective on TL3's comparatively high amount of reflection on *reflection on reflection* (18.5%) and *student qualities, traits, and actions* (16%). TL3 was born and raised in Korea and also had some teaching experience in Korea. During the interviews she expressed that her primary concern was understanding her students in terms of the cultural differences of education between Thailand (a context with which she was completely unfamiliar) and Korea. To illustrate, in the following excerpt from an interview I conducted with TL3, she discusses some classroom management issues that had come up.

> So it's like… "Oh not funny? Okay." And I'm trying to smile many times, even I'm tired. I'm trying to not lose any power. Like now I can see, even I said hey no Facebook or no phone… because even they are late like I was really strict in Korea, if they are late I'm like really angry but in Thailand so like, "Oh, you are late." something like that. And they are a little late, like day by day. And like they are using the phone. Like in Korea I'm just like, "Take out your phone. Give me your phone." But here I was just like "Oh, what are you doing?" And just like that… and so but I'm still trying to not lose my power as a teacher, but not that strict as much.

TL3's concerns were with how to adjust her teaching to fit the culture of her students. In particular, TL3 was sensitive to how her humor and strictness were being understood by her students and how effective she was at motivating them. From the repertory grid portion of the interviews, TL3's personal construct list regarding teacher traits further reveals her focus and

concerns. The list represents the constructs that were salient for TL3 when she was reflecting on the qualities of her past teachers.

- Powerless/ Very strict
- Very boring/ Very funny
- Cannot adjust speed / Can adjust speed
- Very calm / Very Active
- Does not use technology / Uses technology
- Soft voice / Powerful voice
- Demotivating / Motivating
- No passion / Passionate
- Easy to lose temper / Patient

Many of the constructs on this list show that TL3 was concerned with strictness, humor, and other personality aspects. There are comparatively few constructs related to pedagogical approaches or methods. The reflection segment above reveals that TL3 was aware that her strictness and humor might not be understood and received in the same way in the distinct educational culture of Thailand. Therefore, it is plausible that a good portion of her reflection was on *student qualities, traits, and actions* because she was often reflecting on how she was being received by students in terms of the constructs above. The point of reviewing these data is to illustrate that the patterns in the TLs' reflection segment frequency data are not random, and suggest that they are based on the TLs' individual backgrounds and experiences.

TL10 was also a teacher who cared for and was concerned with his students, yet, in contrast to TL3, his reflection was highly concentrated in the topic of *teaching actions: content or structure of the lesson or teaching actions within the lesson* and below the average in the

amount of reflection on *student qualities, traits, and actions*. The reason for this is related to TL10's preferred style of reflection. The way he often reflected on his students' actions and characteristics caused his reflection segments to be coded differently from TL3's segments. The current study's coding frame only categorized reflection segments in *student qualities, traits, and actions* if the segment was centered on understanding more about the students themselves. A great number of TL10's reflection segments included many statements about students, but most were centered on the content and structure of TL10's lessons. It is important to note that this distinction is merely the result of a rigid structure for coding that was needed to support a consistent and reasoned perspective of the data. Reflection that centers on the students' character obviously does not indicate more care or better teaching than reflection that mentions students in terms of lesson content and structure. What it does indicate is a particular way of reflecting on teaching. Below is an example of TL10's reflection coded under *teaching actions: content or structure of the lesson or teaching actions within the lesson*, and it illustrates the way he reflected on the actions and characteristics of students within a reflection segment centered on teaching actions and lesson content.

> After that, I had the students do a collaborative writing activity, where each student added a sentence to the story. I first modeled the first sentence with Once upon a time, there was…, and then gave an example of how a story could contrive. The students liked the idea but struggled a bit when it came to writing. During the activity, I noticed some students getting restless. Also, since the proficiency level was so mixed, some students quickly added creative, elaborate sentences, while others could hardly keep up. I really felt at a loss and thought it was my first real critical incident. However, when I called the class to finish up and told them they could leave early, the students actually asked me if

> they could read out loud to the class one of the stories, which they thought turned out funny. I was so surprised by this, but also so happy. It was a difficult activity and even having one coherent, interesting story come up was really a relief to me, especially as I had felt it was nearly a bust. The story was really funny. And what's best is that everyone contributed. While next time I will definitely think this activity through better and provide more support, I'm glad it turned out.

In this segment, TL10 provides a lot of reflection statements about his students, although the focus is clearly on how the lesson activity went. Although it does not always include so many statements related to students, this act of recalling what was done in a lesson, or how a lesson was structured, was the most common type of reflection across all sources and individual TLs, constituting most of the reflection in the category of *teaching actions: content or structure of the lesson or teaching actions within the lesson*.

For D2, table 4.4 reveals unsurprisingly that *no referencing* was the most frequent subcategory. It is understandable that the majority of reflection would not have referencing. However, table 4.4 provides evidence that referencing is indeed an important aspect of reflection generally, across all TLs. Figure 4.4 illustrates the overall frequency of reflection segments with some referencing versus none, and the frequency of different types of referencing that occurred in reflection segments[11]. In terms of the amount of referencing, there was significant variation between individual TLs, as evidenced by *no referencing* frequencies ranging from 87.5% to 54.2%[12]. In terms of patterns in the type of referencing that occurred, these data show high

[11] Figure 4.4 utilizes the total number of segments and data from Table 4.2 instead of Table 4.4 to avoid counting one instance of referencing multiple times for multiple TLs in group discussion data.

[12] Since only 31 out of 1734 segments were coded with two types of referencing instead of one, [100% - *no referencing* %] can be used to find a meaningful estimate of how much referencing occurred across all D2 subcategories.

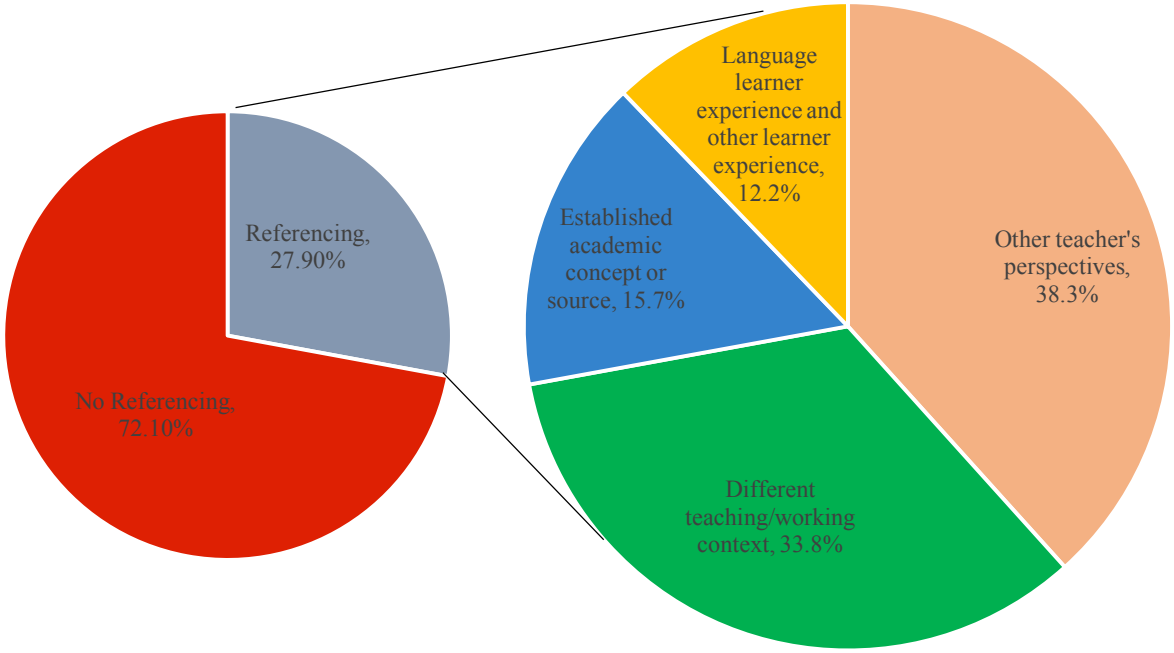

Figure 4.4. Overall frequency of segments with referencing. This figure illustrates the number of segments with referencing and without, and illustrates the frequency of sources referenced.

average percentages for TLs referencing *different teaching/working contexts* and *other teacher's perspectives*, more than *established academic concepts or sources* and *language learner experience and other learner experiences.* TL15 was one clear exception to this pattern as her final paper included many academic citations and reflection segments in which she referred to her experiences as an L2 Spanish learner. Prior to the analysis, I had thought it reasonable to suppose that the two PhD students (TL1 and TL5) might have been more inclined to refer to *established academic concepts or sources*, but the data reveal that this was not the case. In addition, before the data analysis, I reasoned that TLs with little to no formal teaching experience (TL8, TL9, TL11, TL15, TL16, TL17) may gravitate toward more referencing of *language*

*learner experiences and other learner experience*s. While it is true that TL8, TL9, and TL15 had percentages well above the average, TL16 and TL17 had no references to *language learner experiences and other learner experience*s. However, this may have been caused by a lack of data (low total segment counts). In addition, TL11 did not reference *language learner experiences and other learner experience*s much, and also had the highest percentage of reflection segments in *no referencing*. Referencing is a natural part of the process of connecting ideas in reflection, but referencing is not a necessary condition for meaningful reflection. Below is an example of TL11's reflection from her journal that did not include any referencing.

> Free Write: I told them to write about their experiences in school. I also gave them prompt questions, 'what is your favorite memory in school?' and 'what do you like the best about school?' Some students wrote the name of the school they attended. I think there is a serious problem. I mustn't do free writing anymore. I realized it needs to be structured and scaffolded from the beginning with vocabulary and grammar. I believe that language use should be creative and people learn by producing what they want to say and write. But, in this case, I feel that students' proficiency is too low to do so. Instead of letting them wander around what they are supposed to do, I'm going to change my lesson plan with a structured activity where they don't wander around.

In this reflection segment TL11 utilizes her own impressions to assess the situation and builds a sensible plan for action based on her beliefs. Her reflection on her impressions and decisions includes no references and is wholly contained within her own logic.

In contrast to TL11, TL14 made a relatively large amount of references, and had the largest percentage of referencing of *different teaching/working contexts* (26.4%). It is true that TL14 was one of the more experienced teachers in the Thailand practicum, and it is plausible

that he referenced his professional language teaching experiences at a U.S. university and in secondary schools in Japan simply because it was available. In general, the teachers with two or more years of professional teaching experience (TL2, TL4, TL5, TL6, TL12, and TL14) did refer to those experiences to reflect on their teaching during the practicum. However, the descriptive statistics do not show any particularly strong patterns across the entire group of experienced teachers. In the following section I will provide examples of TL14's referencing in reflection to illustrate how referencing occurs in reflection and what effects it might have.

Finally, utilizing the same segmentation for D1 and D2 allowed for an investigation into the amount of referencing across different topics of reflections. The average percentage of segments coded as *no referencing* was 67.9% across all D1 subcategories. Percentages for two D1 subcategories were more than 10% different from this average. For *personal goals and achievements*, 79.6% of reflections were coded as *no referencing*, which is not surprising given that this subcategory's segments were distinguished by a lack of significant reflection in any one topic. Generally, statements in reference to other sources of information would be part of a significant reflection on a specific topic. The majority of references that did occur in *personal goals and achievements* segments featured TLs drawing from their past working contexts to situate reflection about their progression and achievements as a teacher. For *teacher qualities and traits*, 51.6% were coded as *no referencing*, which indicates that TLs were referencing more than average in reflection on this topic. Within this subcategory of *teacher qualities and traits*, TLs often referred to multiple distinct teaching contexts from their past to describe how their teaching beliefs evolved or how their teaching beliefs have remained consistent. In addition, TLs would often refer to past teaching experiences to explain the cause of their teaching beliefs and to justify them.

A Closer Look at How Referencing Supports Reflection

In line with the traditions of QCA (Morgan, 1993), I utilized these findings on reflection frequency as a starting point for a closer investigation of the concept of referencing, to interpret its influence on reflection. As mentioned previously, data from the current study revealed that TL14 made a relatively large amount of references generally, and had the largest percentage of referencing of *different teaching/working contexts* (26.4%). Therefore, I chose to look more closely at TL14's referencing in reflection. TL14 was one of the more experienced TLs in the Thailand practicum. During his undergraduate education, he worked as a conversation partner in an intensive English program and as a second language English tutor at a community college. After graduating, he also worked as an assistant language teacher of English in Japan for five years. He took a break from education to work in business for many years, but returned to teaching at the university ELI during his study in the master's program in applied linguistics. His relatively large amount of teaching experience seems to fit with the large amount of references he made to *different teaching/working contexts*.

Many of the references in TL14's reflection segments serve the purpose of providing evidence and context for his teaching beliefs. In the following excerpt from TL14's final paper, he refers to his past work experience to describe the origins of his belief in the importance of building a positive classroom atmosphere.

> I believe that the basis for effective education starts from class atmosphere and classroom dynamics. As an Assistant Language Teacher (ALT) on the JET Programme[13], we were paired into teams with native Japanese Teachers of English (JTE). It was always my experience that the better rapport I had with the JTE, the better the students' reactions in

[13] The JET Programme is sponsored by the Japanese government and facilitates the hiring of assistant language teachers for primary and secondary schools all over Japan.

class as well as the success of our planned activities. If we were jovial, open and had a naturally occurring sense of camaraderie, our classes almost always tended to transpire more smoothly and successfully.

In elaborating on the context of the origins of his beliefs, TL14 also validates his beliefs by grounding his claims in an actual teaching situation. The act of referencing different teaching or working contexts enhances TL reflection by drawing from the rich details surrounding the working situation. This enriched perspective can then be used to more clearly reflect on the consequences of teaching decisions. Remembering their past teaching experiences, such as details of the classroom, students, and curriculum, can help TLs in making decisions in their current teaching situation. In the following example from a group discussion, TL14 reflects on what action he should take with regards to students using cell phones in class. In his current practicum teaching context, students automatically put away their phones when he walks near them, and he is unsure about the appropriate way to manage the classroom. TL14 refers to his past teaching experience in the ELI and considers what the teaching situation was like.

TL4: Oh with the score keeping things like that. Put away your cell phone kind of things.

TL14: That's one thing I don't still. I don't know if you guys have noticed, but whenever students are using cell phones for non-class stuff, whenever I get close to them, like "boom" they'll like put it away, right away. Whereas in ELI…

TL4: Class management by proximity?

TL14: Yeah. I've never experienced that before. Usually people are like, "I don't care if you see me using my cell phone. What you gonna do?"

By referring to his previous teaching context, TL14 can imagine what a classroom might be like if students kept their cell phones out during class. This information supports his reflection on what to do about the current situation in Thailand by offering a basis for comparison.

Of course, references are not always utilized to add details and illustrate contexts for teaching beliefs and teaching decisions. Sometimes they are used to simply validate a statement within reflection, without additional description. This is the case in the following excerpt from the final paper assignment, where TL14 lists some of his previous teaching contexts and credits his ability to perceive language learning from multiple viewpoints to working in those contexts.

> I have volunteered at [Elementary School] as an English tutor and at the [Private Language School] for language exchange sessions. More recently, I have worked for the [Intensive English Courses] and [Academic English Language Program] as a tutor and English instructor. I believe that through volunteering and working at these institutions, I gained the experience to add to my educational background to perceive language learning from different points of views.

Even without description of the contexts and how they connect to his ability to perceive language learning from different viewpoints, the reference in this reflection still provides evidence of TL14 making connections between his work experiences and his qualities as a teacher. Of course, there is nothing inherently wrong with reflection segments that do not include referencing. The reflection excerpt above, without the reference to TL14's previous teaching contexts, still constitutes a meaningful reflective statement. However, I argue that the act of referencing clearly adds to and enhances reflection by fostering connections between ideas and contexts.

The connections between ideas and contexts can also be made with people, as was evident in TL14's reflection with references to *other teacher's perspectives*. TL14 was a teacher

who took particular interest in the ideas of fellow teachers. For example, during an interview, he commented on his appreciation of the peer observation activity in the practicum.

> TL14: I like observing other teachers because I always feel like I can learn something. I can always take something. I can steal an activity or an idea of how to do something differently, so I really like observing other teachers.
>
> Jay: What happened during this practicum as far as what you saw?
>
> TL14: I just saw a lot of little activities that I could incorporate into my lessons. I saw like ways to get students interacting with each other. I saw like how energetic people are, like compared to me.
>
> Jay: Who?
>
> TL14: Like [TEACHER LEARNER 5] is very energetic. [TEACHER LEARNER 12] is very energetic. I'm a little bit older so I don't have so much energy but I realize like how much the students appreciate that.
>
> Jay: Did that make you want to adjust something in your own class? Or was it just a realization?
>
> TL14: Just a realization. Because I know that I can't be physically… that energetic anymore. But just to keep in mind to keep a positive attitude.

In TL14's reflections he often referred to his fellow TLs. Although in such references he was often just giving credit where credit is due, TL14 was also drawing from those teachers' specific teaching backgrounds and teaching contexts to enrich his own reflection. In the above example, TL14 uses the examples of TL5 and TL12 to reflect on the concept of being an energetic teacher. This is evidence that TL14 had in mind an image of both TL5 and TL12 speaking, gesturing, and otherwise organizing their classes through instruction. By referring to specific teachers, taking in

the many details that comprise their individual teaching styles, TL14 can better understand and reflect on himself as a teacher.

I have attempted in this section to illustrate the effect of referencing in reflection, as the current study's data provide some insight into how referencing enhances reflection. However, to reiterate, this is but the beginning of an interpretive process. Analysis of these data by QCA shows that referencing has a clear presence in TL reflection, but more research utilizing different qualitative analysis tools is needed to confirm the aspects of *how* referencing occurs within reflection.

A Closer Look at *Reflection on Reflection*

As the goal of this study is to impact L2TE, specifically in the area of reflective practice, it is important to consider in more detail the content of TLs' reflection on reflection. One of the themes that arose within the D1 subcategory of *reflection on reflection* was about the benefits of continuous systematic reflection. Some TLs expressed appreciation that the practicum presented them with the opportunity to consistently examine a particular issue in their daily reflections. In the following excerpt from the final paper assignment, TL5 expresses a strong appreciation of reflection through daily journaling.

> The idea of collecting data on my teaching, critically analyzing it, and using the results of this analysis to incorporate changes into my teaching had previously appealed to me greatly, but I had never attempted in earnest to put it into practice. I believe the act and requirement of daily journaling is what greatly facilitated this process. Some examples of how I began to explore the notion of reflective pedagogy can be found in my entries from that first week.
>
> [Three journal entries were included here]

> From these three examples, it is apparent how I iteratively discovered issues in my class (student participation, difficulty understanding instructions) stemming from a broad, initial observation (proficiency level), and was able to expand on attempts to address them in my class (first, by giving them multiple choice response options, then, by preemptively paraphrasing and slowly repeating my questions to the whole class). It is clear from the first line of my 5th entry that I was highly satisfied with the students' engagement in the class following the changes I made. I strongly believe that without this systematic reflection and self-questioning in the form of journaling, it would have taken me a much longer time to come to a point of balanced satisfaction in my teaching. It was from this initial point that I continued to not only reflect on observations I was making during my lessons, but also attempted to connect my journal entries by chronicling the progress made in solving an issue or addressing a problem. I would say that this type of journaling, which I will call longitudinal reflection and action, is the greatest skill I took away from the practicum.

In his reflection on reflection, TL5 focuses on the value of consistency over time and how it helped him to see progression in his teaching and his thinking. TL2 expressed similar perspectives regarding her inquiry on the concept of "engagement in class" in her journal writing. She similarly felt that consistently checking on the progression of her thinking and teaching regarding this issue was helpful over time. TL4 also engaged in a similar systematic inquiry by taking note of each time she deviated from her lesson plans. In the following group discussion reflection segment on the topic of systematic reflection practices, she explains that she wrote notes during class directly on her lesson plan sheet.

TL4: Well, and I think it's a hallmark of an experienced teacher is being able to deviate from your plan when your class needs it, because you can never actually anticipate what they're going to think.

TL1: Amen to that. It didn't occur to me that they wouldn't know this concept. Like, "Damn, okay."

TL4: So you have to deviate. Being able to list out all of the places where you deviated helps you with decision making, moving forward, because I was able to then categorize it as having to make a deviation from my lesson plan. But I know the deviation is like, "Why am I doing this?" And it was just a much more automatized process than it usually is because I had gone through that systematic data collection. But then there were some other things where I'm like, "That is terrible. I'm going to do it this way instead." And that's much more like a gut thing than a data thing.

TL14: You didn't feel like it was too tedious to do it like looking at every single time you deviated?

TL4: Well, my lesson plans are pretty broad. So it would be like ... My lesson plans were like a page, so I would take notes in the class. And this also was helpful that my students were frequently doing their own thing.

TL14: Yeah, yeah, yeah.

TL1: Uh huh. (affirmative).

TL4: One time a student was like, "Do you have a really bad memory?" And I was like, "What are you talking about?" And he was like, "You write in that notebook all the time." I was like, "Oh, I'm sorry." … It only took an extra 10 or 20 minutes a day.

TL14: That's a lot to me. To me if I can get five minutes of writing a paragraph, that's more than I usually do.

TL4: Yeah. I don't know. I took like an hour a day for reflecting.

TL14: Wow.

TL1: Wow.

TL4: But that also turned into planning my next lesson. So in thinking about what I thought about the day's lesson it was like, "How am I going to do tomorrow? How am I going to do next week?"

These examples illustrate that systematic inquiry over time was helpful for some TLs to build new insights into their teaching. However, the excerpt above additionally reveals that TLs had different standards for the time and effort allocated towards reflective practice. TL4 revealed that she spent about an hour for reflection each day, and this appeared to be much more than the time TL14 and TL1 spent. Although an hour may not seem like much to some, it should be clarified here that teaching practicums require a lot of time and effort for things other than reflection, and this was certainly the case for the Thailand practicum, in which TLs were given total responsibility for their courses. Throughout the practicum, TLs were often busy making course adjustments, as none of them were familiar with the educational culture or the language proficiency of the students.

Another theme that was evident in *reflection on reflection* was a general appreciation for group-oriented reflection activities. Many TLs noted in their reflections on reflection that group activities were their favorite because they provided the opportunity to discuss problems they were having in their classes with their peers. TL3's final paper reflection on her appreciation for group discussions stood out because she mentions that she initially did not see the point of it.

> Writing a journal was what I used to do before, but reflection group meeting was new for me. I did not know why we needed to have reflection time even in a group, but it was my favorite part in this practicum. Honestly, the 90 minutes meeting was not short, but I could share my teaching and I could learn my group mates' teaching throughout reflection meetings. I would not have reflection time myself, but it was possible because we did in a group. Group reflection meetings motivated me to reflect on my teaching. Sometimes, I felt 90 minutes were not enough to share all our teaching stories. In addition, reflection meetings made me have a reflection habit. I feel like I can do it myself after two months reflection group meetings. I will try to keep my reflection in the future.

TL3 mentions here that the group format pushed her to do reflection that she would not have done by herself. Having this environment to share teaching stories motivated her to reflect more. TL8 mentioned in her final paper that she appreciated another group reflection activity, the two-minute check-in, in which all the practicum TLs shared an update of how their classes were going.

> In the two-minute check-in section at the beginning of each seminar, I was able to exchange experiences and thoughts with many other teachers that are second language speakers of English. Being a second language speaker of English resulted in my lack of confidence in teaching. Having shared experiences and thoughts in the check-ins, I became brave enough to admit to my students my limit as a teacher both from not being a native speaker and lack of expertise in their respective field.

TL8 did not have any professional teaching experience coming into the practicum. In addition, she was concerned about being a second language English speaking EFL teacher. However, she

was able to gain some confidence due to this group-oriented reflection activity. Many other TLs shared TL8's sentiment, and reflected positively on the fact that group discussions allowed them to share their worries about teaching and helped them to feel less alone and more secure, as part of a community of teachers who were going through the same thing they were.

Another perceived benefit of group-oriented reflection activities was that TLs could listen to diverse perspectives on teaching issues. Different TLs based their decisions on different belief commitments and values. This led to reflection that came from multiple distinct logics. As a result, group reflections are a natural place for *multilogical thinking*. In the following excerpt from her final paper, TL12 reflects on her use of *multilogical thinking* in journals and group discussions.

> The most significant practice I want to continue in my teaching career is the sustained reflection, not only by myself but with others. When I started to teach, I did not know how to reflect my teaching. I usually jotted down what I wanted to improve as I was preparing the next lesson. I think that was why I could not get used to keeping daily journals. However, introduction to multilogical thinking broadened my perspective. By asking myself whether I had an alternative approach, I was able to both criticize and support my decisions. In addition, having someone who can help you reflect your teaching was helpful. Because we had different point of view, discussion with my reflection group was an interesting process to reveal my teacher beliefs. From teachers who were in same department, I stole many ideas, which in turn gave me opportunities to reflect on my teaching style. Casual conversation in the dormitory inspired new ideas. All in all, the Thai practicum taught me that good teachers are good reflective practitioner;

someone who can accept multiple perspectives and co-create one's class with the students and colleagues.

In this excerpt TL12 eloquently sums up her reflective practice experience in the practicum, noting the different spaces available for reflection and sharing of teaching ideas with other TLs. This highlights an important aspect of the practicum, the opportunity to engage in various kinds of reflection, formal and informal. TL12 also highlights that *multilogical thinking* was beneficial for her, practicing both support and criticism of her own teaching decisions.

Of course, not all of the *reflection on reflection* was positive. Most of the negative comments on reflection had to do with journal writing and the time it took to keep up with daily entries. Many TLs doubted whether they would continue to keep a teaching journal to the extent they had during the practicum due to time constraints of their future teaching jobs. Additionally, in a group discussion reflection regarding time commitment for reflective practice, TL14 argues that motivation to reflect is context dependent. From a practical viewpoint, he states that he probably would not spend extra time to reflect on a lesson that went smoothly.

TL4: Understanding the difficulties and benefits of reflective practice, tell your group what your future reflective plan will look like and how you feel about it. I don't know what the hell I'm doing next year.

TL:14 That's the thing. That's what Jay asked me and I was like, "It depends on the situation I'm in, how much time I have, how much I'm struggling with class." I'll probably reflect more if I'm having bad classes. But if everything goes smoothly I doubt I'll reflect at all. Because if everything's going well, then I'm not looking for solutions to problems.

This is a reasonable and practical argument, but it is also a cause for concern in L2TE. It is rational to assume that, even in times when classes are going smoothly, there are many areas in

which teachers can reflect to improve their teaching. There may even be aspects of teaching that can be improved upon *only when* things are going smoothly.

CHAPTER 5

DISCUSSION AND CONCLUSION

The current study investigated the reflection of 17 TLs across two distinct practicums. Variation in the amount of reflection in different topics and the amount of reflection that included the act of referencing sources of information was analyzed across individual TLs, and across four different reflection assignments (reflective journals, final papers, group discussions, and observation debriefs). The dimension of topics (D1) was built drawing from a framework of a previous similar study (Ho & Richards, 1993), but the set of subcategories evolved as analysis of the data progressed. Keeping the level of abstraction high, so as to allow for comparison across TLs and reflection assignments, the subcategories listed in table 3.4 were created. A second dimension of referencing (D2) was also created to analyze the frequency of TLs referencing sources of information in their reflections. Subcategories representing the types of information referenced by TLs (table 3.6) were created as analysis of the data progressed.

The *dependability* (Brown, 2004) of these two dimensions of codes was tested in an inter-coder agreement test with a sample of the data. A fellow researcher in applied linguistics acted as the second independent coder. A minimal training procedure was carried out, covering a handout (Appendix E) explaining the D1 and D2 codes in a one-hour meeting, constituting an exceedingly conservative approach to ICA testing. The results (tables 3.5 and 3.7) showed overall percentages of agreement to be 73.2% for D1 and 90.4% for D2.

Among the findings was a generally high concentration of reflection on the topic of teaching actions related to the content and structure of lesson activities; however, this concentration was much less in reflection from final paper assignments. The more even distribution of reflection on different topics in final paper assignments may be attributed to the

formality of the assignment, causing TLs to feel more obliged to cover various aspects of their teaching philosophy. Another unique aspect of final paper assignment, with respect to D2, was a high frequency of references to academic sources. Again, this may be attributed to the relative formality of the final paper reflection assignment. Group discussion reflection data held the highest concentration of reflection on the topic of reflection itself, showing that TLs utilized the group discussions as a place to discuss their experiences with reflective practice in the practicum. With respect to referencing, although the general amount of referencing sources of information in reflection was found to be different across individual TLs, there was an overall pattern of TLs more often referencing past teaching contexts and the perspectives of other teachers, and less often referencing academic sources and their previous experiences as language learners.

The primary goal of this study was to add to the field's understanding of language teacher reflection and uncover potential areas for further investigation in more specific areas. One particularly prominent finding for D1 was the high frequency of reflection coded under *teaching actions: content or structure of the lesson or teaching actions within the lesson*. This finding is similar to other studies on reflection in the context of L2TE (Ho & Richards, 1993; Liou, 2001; Yesilbursa, 2011). Yesilbursa (2011) found that 67.45% of reflections of 28 Turkish university students in a foreign language education program were on the topic of TL teaching actions. The investigations of Ho and Richards (1993) and Liou (2001) both found the majority of reflection in evaluating teaching actions and teaching theories and approaches, which are reflection types that share similarities with the current study's D1 subcategory of *teaching actions: content or structure of the lesson or teaching actions within the lesson*. It is understandable that TLs in formal L2TE contexts would engage heavily in reflection on their own teaching actions, and perhaps it is particularly beneficial for pre-service teachers to focus their reflection on this area.

On the other hand, it could be beneficial to take note of this high concentration of reflection in this area, and make efforts to reflect more on other topics related to teaching.

The connection between reflection and improvements in teaching performance remains unclear (Akbari, 2007), but the principles at the core of reflective practice clearly promote a spirit of diversity in thinking, of engaging in thought about a variety of topics, at a variety of angles. Although it is natural and reasonable for TLs to gravitate toward reflecting on their teaching actions with respect to the content and structure of their lessons, Farrell (2012) notes that the very spirit of reflection is based on breaking out of "routines" of thinking. I argue that teachers should be cautious of continuously thinking about topics in the same way, and should also be cautious of thinking about the same topics over and over. In a similar line of thinking, Davis (2006) suggests that variety of topics within TL reflection, coupled with evidence of integration of ideas between topics, can be a signal for higher quality reflection.

In terms of D2, the current study also reveals individual TL tendencies toward specific types of referencing in their reflection. As mentioned in an earlier section, these differences are likely influenced by the previous teaching experiences and other background factors of the individual TL. Nevertheless, this too is an area where TLs can be conscious of overconcentration on one type of thinking in their reflection. For example, although it may be natural for more experienced TLs to reference their previous teaching experiences, rather than their experiences as language learners, consciously devoting some time to reflecting on their experiences learning a second language and how they relate to the current teaching situation can offer new insights and ideas for teaching. To give another example, some TLs might be surprised to discover that they do not reference outside sources of information much at all in their reflection. This too, would be a good opportunity for reflection on reflection. There is indeed a practical benefit to

TLs systematically guiding their own reflection topics and the kinds of knowledge they reference in their reflection.

I believe it is important that research provides TLs with tools and perspectives to better understand their own reflection, and this can be done by learning various frameworks that describe the quality of reflection. Through the design of D2 I take a position that encourages the description of reflection over the evaluation of reflection. While I do believe the evaluation of rigor and depth (H. J. Lee, 2005) in TL reflection is meaningful, and that the focus on the importance of critical reflection (Bartlett, 1990; Genc & Buyukkarci, 2013; Ho & Richards, 1993) carries many benefits for L2TE, such concepts inevitably position reflection on a hierarchical, linear scale. I argue that a more holistic understanding of reflection, through the clear description and operationalization of its many aspects, can also be beneficial for TLs engaging in reflective practice. For example, Davis (2006) conducted a study which analyzed the unique aspect of the level at which TLs integrate ideas between topics. Yesilbursa's (2011) coding frame provides another example of a more descriptive and less evaluative approach to analyzing reflection. In the dimension which she calls "modes of reflection" (p. 109), she chose to separate reflection that had neutral, positive, and negative tones, for the purpose of generating a new perspective on reflection. She elaborates that viewing reflection in terms of whether it is, for example, focused on solutions or reasons does not provide information on TLs' emotional perspectives of their teaching, whether the reflection is of a self-congratulatory nature or a self-critical nature. Studies like these provide unique angles at which to view TL reflection, and help to build a more holistic understanding.

Limitations

It is important to note that the overall context of the Thailand practicum and U.S. practicum, including the details of the reflection assignments and the nature of the particular mix of TLs, had an effect on the findings of this study. Although the current study's findings are certainly context-specific, I have aimed to adhere to a standard of *transferability* (Brown, 2004) by providing detailed descriptions of the research design and context, to allow readers to decide whether or not the findings are relatable to their own particular situation. In addition, because QCA is focused on data reduction, the current study does not reveal findings about the intricacies of how reflection occurs within certain topics or how referencing interacts with reflection. Instead, the findings are limited to a highly structured look at D1 and D2, highlighting new avenues for further deeper and more focused investigations. Another issue is the relatively short length of the practicums, which limits the investigation of changes in reflection over time. Finally, with respect to the *dependability* of the coding, more coders for the ICA testing would have certainly provided better insight. However, due to the considerable time and effort needed for inter-coder testing of this study's reflection segments, only myself and one other coder were able to participate. In the following section, I discuss opportunities for future research that address some of these limitations.

Implications and Suggestions for Future Research

Research Implications

First and foremost, the findings of this study are strongly tied to the various contextual factors surrounding the two language teacher practicums. More studies in distinct contexts are required to uncover what patterns in reflection quality and content are context-specific and what patterns are evident across contexts. In addition, in similar research that utilizes qualitative

content analysis to code reflection data, comparisons across reflection from different L2TE assignments (journals, final papers, etc.) are needed. The current study has shown that meaningful comparisons of reflection can be made across such different assignments, across written and spoken reflection data.

Researchers have highlighted the importance of the relationship of affect and reflection (Farrell, 2014; Stanley, 1998), and it would be useful to have more studies that systematically analyzed reflection with this perspective in mind. For example, Yesilbursa (2011) included the categories of *positive* and *negative* in her framework, which have a connection to the concept of affect in reflection. I suggest, however, that analyzing affect in reflection through QCA is exceedingly difficult due to the variations in how people understand the emotional content of words. One reason for my selection of the current study's D2 criteria was the large degree of shared understanding people have regarding the concept of referencing.

There is also opportunity for more research on reflection at a deeper level of detail. Although this study takes a surface-level viewpoint to see patterns of reflection over entire practicums, there are studies on reflection-in-action using conversation analysis (Ishino, 2018; Kim & Silver, 2016; Morton, 2012), that provide more detailed analyses of particular instances of reflection, providing a richer understanding of the nature of reflection. Also, of course, more longitudinal studies are needed to determine the effect of time on the content and quality of reflection (Killeavy & Moloney, 2010; Körkkö, Kyrö-Ämmälä, & Turunen, 2016). Essentially, more research from distinct perspectives, utilizing distinct frameworks for understanding reflection are needed to contribute to a holistic and more sophisticated understanding of reflection.

Although such a holistic understanding of reflection is valuable in and of itself, ultimately, the primary goal of research on reflection is the improvement of educational practices and student learning and performance. Akbari (2007) highlights the lack of empirical evidence showing that reflection results in higher student achievement or better teacher performance. One of the reasons for this is that it is exceedingly difficult to isolate specific aspects of student learning and tie them to specific educational practices. The fact that the connection between "better" reflection and better teaching performance is assumed is an unfortunate limitation of this study and other research on reflective practices. Nevertheless, more studies, that contribute to a holistic, more sophisticated understanding of reflection, serve to move the field closer toward building evidence for that connection. I suggest that investigating the relationship between reflection and motivation to teach may be useful for bridging the gap, as the motivation to teach is conceptually more closely connected with teacher performance. Such a study would ideally be a longitudinal one that examined different dimensions of TL reflection over time. QCA could be used to provide structured measurements of various dimensions of reflection, and those statistics could be compared over time with scores from periodic surveys measuring motivation to teach. For this to be possible, however, multiple dimensions of reflection that are strongly related to motivation to teach must first be uncovered. Perhaps dimensions concerning affect or emotion, such as the dimension of positive and negative characteristics in Yesilbursa's (2011) investigation of reflection, would provide good starting points.

It is also important to highlight that such research that aims to connect an analysis of reflection with improvements in teacher performance should not be of a theoretical "best practices" nature (there are many of these published perspectives), but should instead be focused on describing written or spoken reflection through data-led systematic analysis of reflection

(Mann & Walsh, 2017). Also, of the few studies that provide a systematic inquiry of frequencies in reflection data, very few provide adequate description of their segmentation processes and ICA testing processes. I concede that it is part of the nature of qualitative research to accept a given amount of subjectivity, and it is important to place trust in the judgment of researchers who spend months or even years coding a single set of data. However, for example, in the fields of health sciences and nursing, qualitative content analysis research tends to contain more description of the ICA testing processes (Burla et al., 2008). It was my intention in the current study to provide a similar level of detail by including a table of descriptive statistics regarding the dependability of the coding. Such tables are accessible because they provide descriptive statistics that are easily interpretable, and also provide a clear picture of the areas of more and less agreement, as well as the nature of that agreement (which rater was responsible for non-assignment and how many times). I also sought to provide adequate detail on my system for segmenting the reflection data into "chunks." I realize there are page-count concerns in academic publishing, but my hope is that future studies on reflection provide more description of their processes.

Pedagogical Implications in L2TE

In L2TE, I argue that it is important to offer TLs guidance and practice on how to systematically diversify their reflection. Varying reflection among different topics is a practical and accessible way to do this. I suggest that LTEs in formal L2TE programs encourage TLs to analyze their own reflections in terms of topic variety and their tendencies as far as referencing. Doing so will first allow TLs to reflect on their own reflection, in a way that would not be possible without explicitly focusing on how much they reflect on certain topics. Also, it will allow LTEs to make the additional suggestion that TLs guide their own reflections into topics

that they do not seem to naturally reflect on. The goal is to provide TLs with the experience of reflecting on a variety of different aspects of language teaching. Of course, encouraging reflection in different topics is not the LTE's only job. The LTE is also charged with the task of providing the knowledge and the terminology needed to understand and reflect on different topics. In a similar vein of thought, I also suggest that LTEs support TLs in building awareness of the concept of referencing in reflection and encourage them to diversify the sources of information that they refer to in their reflections. To note one specific example, the current study's data suggest that experienced teachers may not reference their experiences as language learners much. Again, I argue that there is merit to systematically diversifying one's reflection.

That being said, data from the current study also show that many TLs appreciated the benefits of consistent reflection on a single issue over time. Recommending this kind of reflection may meet with some resistance from TLs due to the time commitment required. I suggest that LTEs alleviate some of this resistance by showing examples of the kinds of issues TLs have investigated in the past (e.g., where and when lesson plan deviations took place), and what those TLs learned from it. A second appreciated aspect of the practicum that appeared in the data was that of reflection-oriented group activities. I suggest that LTEs dedicate a significant amount of course time and coursework for reflective activities such as group discussions and two-minute check-ins, activities that allow TLs to share their daily difficulties and triumphs. To make the most of these opportunities for dialogic thinking, I would also suggest introducing the concept of *multilogical thinking*, which is essentially taking into consideration different points of view that come from distinct belief systems and sets of values. In this way, TLs can take advantage of the group setting, which promotes the interaction of these kinds of diverse perspectives.

Finally, I suggest that LTEs explicitly promote reflection in times of "smooth sailing." It is natural for teachers (and indeed for people in general) to engage in reflection only when there are problems that need solving. This issue is connected to general resistance to reflection, particularly to the time and effort it takes to engage in systematic reflection. I do not believe it is necessarily an issue of getting TLs to buy in to the concept of reflection, although that has been the case in some contexts (Hobbs, 2007). As a teaching assistant for the Thailand practicum, it was my sense that TLs there understood and accepted the merits of systematic reflection, in both times of problems and times of success. It may be the case that TLs are less motivated to engage in reflection about aspects of class that are going well because there is less perceived benefit in doing so. If so, it would be useful for LTEs to go over examples of meaningful classroom improvements that were made as a result of reflection in times of smooth sailing, where a teacher made a great activity even better or improved a class that was already going quite well. If such examples are more salient in the minds of TLs, they may be more inclined to engage in reflection consistently, in both good times and bad.

The important pedagogical and practical aspect of reflection that this study has focused on is that of breaking from routine. Put simply, it is important that teachers continue to explore possibilities and perspectives in their thinking and avoid becoming intellectually stagnant. This concept has been recognized as one core aspect of reflection (Dewey, 1933; Farrell, 2012, 2015a), and the current study's findings reveal a clear and practical way to engage in such a spirit of breaking from routine thinking. I have provided evidence that individual TLs have tendencies in reflection, and can lean one way or another with respect to topics of reflection and the things they reference in their reflections. For TLs and LTEs then, the path to improving

reflective practice can start with investigating and building awareness of one's own tendencies in reflection and breaking from them to explore different ideas and perspectives.

Personal Reflections

There are many complications with conducting research on people's thinking. Thinking is a very personal matter, and any person who assumes the responsibility of passing any kind of judgment on another person's thoughts must do so carefully, with deep consideration. It was my intention to frame my investigation of TL reflection in such a way as to be considerate and respectful of the TLs, of the efforts that they put forth during the practicums, and of their ideas that I was given the privilege of reading and analyzing. Another issue with researching thinking is that it is currently impossible to accurately and objectively assess a person's thoughts. The best I can do is analyze their words, and even that requires a given amount of subjective judgment, which inevitably dilutes the meaningfulness of my claims. And, with regards to the meaningfulness of claims, the problem is compounded by the fact that it is notoriously difficult to make connections between teacher reflection and substantial improvements in student learning or teacher performance.

In fact, TLs themselves are often skeptical of the merits of their own reflections. Even though some might believe that reflection is somehow helping them to become better teachers, many TLs in this study expressed disbelief that anything they had to say could possibly be useful in educational research. During interviews, several times, I had to assure TLs that what they had said was important for my study. It seemed as though they believed their ideas and reflections couldn't be "good enough." One TL even requested that her graphic organizer be removed from the study data because she felt it was too silly to be part of any research. This issue has close ties with discourse on the disconnect between researchers and practitioners, the problem that most

research never reaches and impacts the classroom and that much of classroom work never reaches the "ivory tower." In my view, research and researchers must make efforts to legitimize the second language teaching profession. I feel that this study represents one way of raising the status of language teacher reflection and of language teachers themselves.

APPENDIX A.
SYLLABUS FOR THAILAND PRACTICUM

Course Description

This course is divided into three aspects: practice teaching, lecture/discussion, and small-group reflection. Each participant designs and teaches a class in English as a foreign language or English for specific purposes. During the designated seminar meeting times, course members meet in regularly scheduled sessions to discuss language teaching practices in general and their individual teaching experiences in particular. Participants also meet regularly with an assigned small group to fulfill reflective assignments.

Grading

Teaching (Reflection Journal, Lesson Plans, Observation): 60%
Seminar Participation (Discussion of readings, Facilitation of discussion, Rehearsal of planned lessons and activities, Discussion of teaching): 15%
Reflection groups (participation, reflective writing): 10%
Final Paper: 15%

Assignments

Course overview/syllabus: due at end of week 1
Teaching journal: ongoing, with check-ins weeks 3, 6, and 8
Lesson plans (2): due at end of weeks 2 and 6
Observation reflection (2): One during weeks 2-4, one during weeks 5-8
Final reflective paper: due one week after practicum ends

Schedule

Required readings listed on the day they will be discussed.
*Indicates optional readings

Session	Topic	Readings	Assignments Due
0 4/22	Course introduction Health and safety orientation Pre-departure planning	Methitham & Chamcharatsri (2011) Wiriyachitra (2002) Gebhard (2009) The practicum	Watch video of teacher in your teaching context (Science or Management Science) and think about what stands out
1 5/30	Concerns, benefits & goals Teacher Beliefs	Farrell (2009) critical reflection *Floden & Clark (1988) uncertainty	
2 6/1	Reflective & Effective Teaching (1)	Richards & Farrell (2005) Ch. 5 Keeping a journal & Ch. 6 Peer observation	Friday, 6/3: Course overview/syllabus

	Peer Observation	* Day (1990) Teacher Observation	
3 6/6	Reflective & Effective Teaching (2) Culture & the ELT Classroom	Raktham (2012) Thai culture Bailey (2012) Reflective pedagogy Bartlett (1990) Teacher development	Friday, 6/10: Complete lesson plan for a lesson you taught this week, with reflection
4 6/13	Busted Lessons & Critical Incidents	Richards & Farrell (2005) Chs. 3 Self-monitoring & 8 Analyzing critical incidents *Farrell (2008) Critical incidents	Prepare for class: summary of a lesson or activity that didn't work out the way you expected Friday 6/17: Submit teaching reflection journal
5 6/20	Teacher Knowledge & Motivation Ethics in Teaching	Bernaus & Gardner (2008) Teacher motivation strategies Manoa (2014) Negotiating Identity	Due 6/24: Peer observation notes and self-reflection
6 6/27	Teacher Beliefs L1 in the EFL classroom	Basturkmen (2012) Review of Research Tian & Macaro (2012) Comparing the effect of teacher codeswitching	Bring to class: two printed copies of belief statement Due Friday 7/8: Complete lesson plan for a lesson you taught this week, with reflection
7 7/4	Philosophy of Teaching Teachers as Leaders	Tsui (2009) Teaching expertise Kanno & Stuart (2011) Learning to be a SL teacher	
8 7/11	Wrapping up and saying goodbye to your students Course Feedback		Bring to class: draft of final paper (philosophy plus reflections) Due Friday 7/15: Peer observation notes and self-reflection

Please complete the online course evaluation survey after our final class session.
Final paper due Friday 7/29 (one week after end of practicum)

Seminar Participation

Our once-a-week class meetings consist of topics and activities designed to help with observation and teaching and to provide for reflection on issues that arise in teaching. Class meetings also feature rehearsals, post-rehearsals, and discussion of readings.

Readings
Individual articles will be provided online. Students are expected to have read the articles prior to the class meeting. Each week a pair of students will be in charge of preparing discussion questions.

Rehearsals and Post-rehearsals
The purpose of this assignment is to give you an opportunity to try out what you ***plan*** to do in your class and then to reflect on what you did. On the dates you choose to teach, bring 7 copies[14] of your complete lesson plan (SLOs, materials, timing, and activities). Prepare to teach 10-15 minutes of your lesson (one or two activities) to a group of 6 students.

On the dates you are the lead discussant, you will be an observer rather than a participant in the lesson. Pay attention to both the teacher and the "students" during the instructional period. When the lesson is finished, be prepared to summarize what you saw and comment on the effectiveness of the instruction and activity design. Consider this a safe space, where you can provide constructive criticism as well as positive commentary (try to do both). After you have given your feedback, you will be in charge of facilitating the discussion among all participants, both the teacher and the "students."

In the class meeting after your rehearsal, be prepared to report orally to the class on how the lesson went when you taught it to your own students and what changes you made as a result of the rehearsal.

Teaching

Course Overview/Syllabus
Submit the syllabus or course overview you have developed for the class you are teaching. At a minimum, this should include the following:

- SLOs for the course
- Scope and sequence of topics and lessons
- Estimated dates for major assignments or activities
- Major assessments

Lesson Plans
You will submit ***2 formal lesson plans*** during the term. These are separate from the lesson plans you bring on the days that you are scheduled to do a rehearsal.
You may use any format for your formal lesson plan, but you should include at a minimum:

- SLOs that address both language (e.g., grammar, pronunciation, or comprehension) and skills (e.g., writing a business letter or giving a persuasive oral presentation)
- Materials required
- Timing for each segment/activity
- Outline of activity procedures
- Assessment measures (formal or informal)

[14] Or bring the lesson plan on a flash drive and pass it around so everyone can copy the document.

Reflections

You will keep a ***detailed journal*** in which you record your own reflections on the practicum experience, including teaching, the weekly course meetings, the exploration project, and other aspects of the class. You may choose to keep your journal in a notebook, as a computer file (or Google Doc), or on a blog. Unless you want to make your journal public, the only readers will be yourself and your professor.

Observations

As a group, we will develop an observation tool/protocol/framework/checklist that you will use while observing each other's teaching. This protocol will provide a set of focus points for observing and taking notes.

Prior to an observation, the observer should ***meet with the teacher to review his/her goals*** for the day's lesson and planned activities. The teacher should provide the observer with a few areas where s/he would like feedback (such as equitable treatment of students, monitoring student performance, or providing feedback).

During the observation, the observer should focus on what is happening in the room and take notes on teacher and student actions and verbal and non-verbal interactions. At this point, do not try to give suggestions or speculate on reasons.

Following the observation (as soon after as possible), the teacher and observer should ***meet to debrief*** the lesson. The teacher should begin by reflecting on how s/he felt the lesson went, where s/he had to make changes to the planned lesson, and what s/he would do differently with the opportunity to teach the lesson again. The observer should then review the observation protocol and notes, focusing on objectively describing what was observed. The teacher may ask clarification questions but should wait until the observer has finished describing the lesson before addressing reasons for actions. At this point, the teacher may wish to discuss specific areas of the lesson with the observer from a subjective perspective.

After this meeting, the observer and the teacher should each ***write a separate reflection*** on the observed lesson and what they have learned from the observation process.

Reflection Groups

You will be assigned to a group of 3-4 fellow teachers and expected to meet regularly (for ninety minutes at least once a week) with your group. The purpose of the group is to give you a forum for more personal, focused reflection and discussion about your teaching and your experiences in Thailand. You will receive a topic or set of questions each week, but can certainly extend your discussion beyond those questions. As a group you may choose to begin each session with some reflective writing before discussion. Please document the time you spend in these group sessions in order to receive credit for this portion of the course.

Final Paper

This is a coherent, well thought-out statement of your philosophy of teaching (what you believe about teaching) and how you developed as a teacher during the teaching practicum. Use your teaching journal and observation reflections (on both your own class and your colleagues') as sources. Also consider what you learned from doing the rehearsals in class and from observing and discussing your colleagues' rehearsals. As needed, cite from the literature we have read in class. The paper should be 8-10 pages in length, double-spaced, 1" margins, 12-point font.

APPENDIX B.
SYLLABUS FOR THE U.S. PRACTICUM

Course Description
This course will offer a chance for students to apply the knowledge gained from Second Language Learning and Second Language Teaching courses in a specific teaching context. Students will work with a mentor teacher/supervisor in a multilingual setting, where they will examine the intersection of theory and practice in language learning and teaching. They will be asked to articulate their own values, rationale for pedagogical and professional decisions, and goals for the future. Students will learn about the current job market and work settings for language professionals, all the while envisioning how to create their own paths for their academic and professional careers.

Student Learning Outcomes
On successful completion of this course, students should be able to:

- Compare and contrast the ideal contexts of SL learning and teaching theory with real-life contexts and logistics that present practical opportunities and restraints.
- Select specific teacher skills that can be applied to their practicum teaching context and other contexts, and identify both the skills they possess and those that they would like to strengthen.
- Demonstrate professionalism in appearance, initiative, and interaction.
- Demonstrate sensitivity, diplomacy, and clarity in communicating knowledge and opinions with colleagues and students.
- Examine current assessment and evaluation systems in place at their teaching contexts, and interpret how current assessment and evaluation systems may influence instruction, planning, and policy.
- Critically evaluate and make use of research in the learning, use, structure, and pedagogy of second languages in a teaching context.
- Demonstrate critical thinking and awareness of issues within the context of their professional work and social practice.
- Explain the language issues present in the professional contexts of their placement site, in both professional jargon and lay language for the non-expert.
- Practice behaviors that help create a collaborative atmosphere and support for future learning.
- Produce a collection of teacher tools for organization, planning, teaching, assessment, and reflection.
- Express how their developing identities as language professionals align with the goals for their life's work.

Grading

Active Participation (20%)
Regular Attendance, Readings, Tasks, Contributions, and Discussion
The class meetings will consist of lectures, activities, and discussions. You are expected to have completed the assigned readings and tasks before coming to class, so that you get the most out of

the lectures and discussions. You are also expected to actively listen and contribute to lectures, activities, and discussions. Regular attendance is extremely important.

Practicum (31%)
The practicum component of the course is worth 31% of your total grade. Because your time in the practicum is spent with your cooperating teacher, who will not grade you and will instead give you constructive feedback, the 31% grade will be based on your responsibility to arrive at your cooperating school on time every session (21%) and complete your 60 hours of active observation and participation in a professional way (10%). Your cooperating teacher and the students of your cooperating school depend on your presence, and therefore perfect attendance is expected.

• 21% of the 31% will be based on having perfect and punctual attendance at your cooperating school.
1 Excused Absence = -0%
2 Excused Absences = -7%
3 Excused Absence = -14%
4 Excused Absence = -21%
Any additional absence from your cooperating school, excused or unexcused, may be cause for failing the course.
Unexcused Absence = no call or notice, or failure to show up
Excused Absence = cooperating teacher notified by phone and email at least 24 hours in advance for a valid, unavoidable reason
= any tardiness of more than 5 minutes
3 x tardiness of less than 5 minutes = 1 Excused Absence
ADVANCE NOTICE of health issues (with doctor's note) and/or family emergency (with letter from family) will be given due consideration and discussion with the course instructors. In all cases, please keep our lines of communication open.
In order to receive a certificate verifying that you have completed 60 hours of volunteer work at your cooperating school, any absences—excused or unexcused—requires make-up time for completion. Make-up hours must be scheduled at minimum one week ahead and approved by all parties: your cooperating teacher and instructors.

• 10% of the 31% will be based on adequately completing your assigned tasks at the cooperating school and maintaining professional conduct (see below).

Practicum Hours Record
Each week, you will keep track of your hours at your cooperating school. Every two weeks, ask your cooperating teacher to confirm your hours with a signature. It is important to keep a good record of your hours, so that there is clear communication between you, your cooperating teacher, and your instructors. Use the Practicum Hours Record.xls file provided online.

Roles and Responsibilities
Cooperating School (CS): The cooperating school will be seen as a site of your learning, where you will demonstrate the behaviors and professional dispositions of a teacher. Learn the names of staff and school community members so that you can become part of your school.

School Principal (P): When you first arrive at your cooperating school, you will meet your school principal as part of your orientation. It is important to learn of all the policies, procedures, and parts of the school culture important to your principal. Throughout your placement, you will likely have few interactions with your school principal. However, when your cooperating teacher is absent, the school principal will be seen as your supervisor at school, and you should have a working knowledge of the best channels of communication with him/her.

Cooperating Teacher (CT): Your cooperating teacher is probably the most important person of your practicum experience. S/he will be the go-to person for any questions you may have, and it is crucial that you have a good working relationship with him/her, with open communication. Your cooperating teacher or other school staff member must be present at all times when you are working with students at your cooperating school.

Instructor(s): Your instructors will be responsible for coordinating your placement at your cooperating school. In addition, your instructors will act as your support in facilitating weekly Teacher Development Group meetings and providing advice and resources for your continuing and future professional development.

Student: You are embarking on a challenging but fun adventure in the world of language teaching. Therefore, your responsibility to yourself is to take advantage of this opportunity to learn as much as possible from your classmates, cooperating teacher, cooperating school, and instructors. In addition, you are also responsible for contributing to the learning of others—not only your students at your cooperating school, but also your colleagues in the university department.

Policy on Substituting

If your cooperating teacher is absent, there must be a substitute teacher in the classroom. You are not permitted to act as a substitute teacher.

Sample Tasks for the Student at the Cooperating School

The following are typical tasks that your cooperating teacher may ask you to do to be involved in the classroom:

1. Help individuals or groups of students with their studies or activities.
2. Make and facilitate use of learning centers.
3. Help with testing programs.
4. Teach a short lesson or read aloud (15–20minutes) with cooperating teacher's guidance.
5. Help with make-up work.
6. Listen to students read.
7. Help students with enrichment activities, including library and Internet research.
8. Read to class. (Elementary level)
9. Take attendance.
10. Assist in distribution of books and materials.
11. Check and pass out papers.
12. Put assignments on the board.
13. Prepare reference materials and/or demonstration equipment.

14. Prepare bulletin boards.
15. Duplicate and collate materials.
16. Prepare classroom decorations.
17. File papers.
18. Call about information your cooperating teacher may need for field trips or other matters.
19. Make posters and graphs as classroom material.
20. Cut out materials. (Elementary level)

The role of a teacher involves all of the tasks above. Therefore, there is always something to be learned in your helping your cooperating teacher. For example, if you are passing out papers, notice the interactions among students while you do so. If you are asked to prepare a bulletin board, listen to your cooperating teacher's classroom discourse while giving instructions. In your role as volunteer, our hope is that no more than 30-40% of your time is spent on tasks such as 9 through 20. However, depending on your experience, your cooperating teacher may apply a gradual release of responsibility and use items 9 through 20 as tasks to help you become familiar with the students and your teaching context.

Instructor Visits
Your instructor will schedule two mini-lesson session times with your cooperating teacher, where you will lead a 10- to 30-minute lesson or warm-up. Your lesson plan will need to be submitted to your instructor and cooperating teacher at least 1 week in advance. Tentative **Schedule:**
Observation of Student (1st visit) will take place sometime within week 5–8.
Observation of Student (2nd visit) will take place sometime within week 9–12.
You are required to hold a pre- and post-observation meeting with your instructor.
You will receive feedback, not a grade, for the observations, and credit for the observations will be reflected as part of the practicum component of the course.

Observation Guidelines and Tasks (9%)

Among the many reasons for observing classes is to gain an understanding of the complexity of teaching and learning. Through systematic and focused observation of classrooms, we can gain insights into the teaching and learning processes.

The purpose of the various observation tasks in this course is to enable you to become an insightful and skilled observer of the second language classroom. It is a difficult task to observe the language classroom comprehensively and accurately, given its complexity and fast pace. In spite of this, the classroom must be analyzed with as much objectivity and skill as possible so that we can obtain insights into classroom behaviors and activities. These insights, in turn, will then allow us to gain a deeper understanding of the teaching and learning processes. The focus of the observation tasks is exploration and description. This is in direct contrast to supervision and evaluation, which is generally the reason for most classroom observations. During the semester, you will do at least three (3) observation tasks from among those listed.

Procedure:
1. Collect data (a description in some fashion) of the specific focus of the observation.
2. Try to describe the data. For example, if you observed the types of questions that the

instructor used (e.g., wh- & yes-no questions), you might total the number of the different types. Do not make evaluations (e.g., the students were bored).
3. Write a one- to two-page report and post in your Drop Box folder online within five days of your observation.

Grading: Successful completion of each observation task will be worth 3% of your final grade, totaling 9% for three completed observation tasks, each including an observation report.

Observation Task #1: Opening and Closing of Class
The point of this observation is to explore and describe what the instructor does or says at the beginning and at the end of class. Observe your class twice and make a written account of what happens. Were there any differences? What might be the impact of the opening and closing of a class on the teaching and learning processes?

Observation Task #2: Seating Arrangements
The point of this observation is to consider the variety of classroom seating arrangements. Observe and draw the seating arrangements you see for several class meetings. Compare them. Were there any differences? To what extent do you think that a seating arrangement affects the teaching and learning processes?

Observation Task #3: Teaching Materials
The goal of this observation is to look for the kinds of materials that are used in teaching. Take in account all of the materials (e.g., computer; white board) the instructor and students use. Describe their use. Which can be interpreted as providing opportunities for students to learn the target language?

Observation Task #4: Written Ethnography
The purpose of this observation is to practice doing an ethnography (a written account) for a limited period of time (i.e., not the entire class period). Try to make an ethnography of everything that happens in the class for a 15-minute period.

Observation Task #5: Selected Ethnography
The point of the observation is to practice a selected ethnography in which you select and then focus your observation on a particular behavior or set of behaviors. For example, you might focus on what the teacher does when a student makes a mistake in a speaking activity. Try to relate the focus of your selected ethnography to the promotion of language learning.

Observation Task #6: Instructor Roles
In this observation, consider the roles that instructors have in the classroom. Do a selected ethnography on the roles of the instructors as they perform them (e.g., activity organizer; lecturer). Write down examples that illustrate what the instructor does to support each role. Consider how each role contributes to the students' learning.

Observation Task #7: Student Roles
This task focuses on the roles that students have in the classroom. Do the same activity as #6 for describing the roles of instructors, only focus on the roles of students. Write down examples that

illustrate what the students do to support each role. Consider how each role contributes to their learning.

Observation Task #8: Time on Task
The purpose of this task is to determine if students are always actively engaged. Using a Seating Chart Observation Record (SCORE), every five minutes do a sweep of the students to see if they are on-task or off-task. If a student is off-task (e.g., checking her cell phone), make an X in that student's box. Does a student's time-on-task affect the learning processes? What might an instructor do to increase students' time-on-task?

Observation Task #9: Praise
The point of this observation is to look at praise. Using a tally sheet with categories for praise, keep track of how the instructor praises students. Analyze the patterns of the instructor's praise. Does an instructor's use of praise influence student learning? If so, how?

Observation Task #10: Questioning Patterns
Using a SCORE, keep track of an instructor's questions to individual students and general questions asked to the entire class, and student responses to general questions and individual questions. Analyze the questioning patterns. How could an instructor's questioning patterns affect the teaching and learning processes?

Observation Task #11: Instructor's Responses to Answers
The focus of this task is to record how the instructor replies when students give answers to the instructor's questions. Write down exactly what the instructor does, both verbal and nonverbal, when a student answers a question. How could an instructor's responses to questions affect the teaching and learning processes?

Observation Task #12: Student-Student Interaction
The purpose of this observation is to gain insights into how students interact with each other. When the students are in pair or groups, focus on one pair (or group) and write an ethnography of what they do.

Observation Task #13: Classroom Management
The purpose of this task is to see how the instructor keeps the class running smoothly. Record how the instructor finishes one activity and moves to another. Also, if there is "negative or disruptive behavior," describe how the instructor reacts.

The Journal (5%)

The purpose of this experience is to aid you in a discovery process of what it means to be a second language teacher. There is no single definition of a journal in teacher education. Indeed, there are a number of different terms that are used to describe the process whereby individuals record their experiences and reactions to those experiences. For our purposes, it is first-person account of your course experiences that you analyze for recurring patterns or salient events. The account should be written.

Entries should be made at least weekly; the more often you make entries, the more useful and insightful the journal will be. Set aside a regular time and place each week for making journal entries. You should feel free to "reflect, experiment, criticize, doubt, express frustration, and raise questions" (Bailey, 1990; p. 218). The journal is a professional diary, not a personal one. However, the writing does not have to be polished or academic. Finally, support your insights with examples. When you make a point, try to justify its importance.

Richards and Farrell assert that keeping a journal helps teachers to "keep a record of classroom events and observations" (2005; p. 69). They believe that teachers may forget what happens in their classrooms without keeping a journal. They also believe that keeping a journal "about teaching events often leads to new insights about those events" (p. 69).

In your journal, there should be at least three strands or sections:

• A teaching log: Reflections on each meeting of the class you are observing and teaching. These might include an activity that worked; an idea of yours that fizzled; something a student said that was insightful; and interesting ideas; or insights from conversations with your mentor teacher. Try to go beyond simply summarizing the class.

• Responses to the class meetings and the assignments: Comments on ideas with which you agreed (or disagreed); the readings; things you liked or disliked; things you did not understand; questions you had or still have; and so on.

• A reflection section: The focus is your evolving thoughts about teaching and learning. Often entries are expansions of material from the other sections. Look for recurring patterns or salient events and analyze them. Explore pedagogic implications of readings and discussions.

Your journal will not be graded. We expect that you have the greatest investment in your growth and development as a language teacher, and that you will be conscientious in reflecting on your teaching through keeping a journal. However, we will regularly request that you bring your journal to class to refer to during discussions, and will check it at those times.

Course Projects (25%)

In this course, you will be responsible for completing TWO course projects that will be included in your Practical Portfolio. One of the course projects is predetermined, and for one project, you will be able to choose among four options, based on your own interests and inclination.

PROJECT 1: The Teacher's Toolbox – 15%

Collect ALL THREE essentials for your teacher's toolbox:

1.1 Gather print and web materials (including lesson plans and activities) that can help you in your teaching context to be used with your students. *Please go beyond the websites we provide you.

1.2 Devise an emergency "mini" lesson plan for your teaching context. An emergency lesson plan should be appropriate for the age and level of your students, and relevant to what they've been learning, but is "stand alone." The emergency lesson plan is kept as backup for circumstances such as technology malfunction, a planned lesson completing earlier than expected, etc. This is the main focus of Project 1. Please use the Template &

guidelines provided. Your mini lesson can be adapted from existing materials found for 1.1. Finalize your emergency lesson plan after receiving feedback on your draft (in week 5).
1.3 Explore tools for record keeping (e.g., attendance sheet, grade book, anything else that needs to be tracked for your teaching context). Ask your mentor teacher about the tools that s/he uses for record keeping, check the Internet, ask other teachers, etc. And if possible, gather 1-2 samples from your mentor teacher or other teacher(s). Based on what you gathered, create your own sample.
1.4 BONUS: Add more to your toolbox.

PROJECT 2 – 10%
Choose ONE (1) out of these four (A-D) options. For the option you choose, you can also choose ONE of the formats in which to present your findings (e.g., "For Project 2, I will work on A2. I will shadow another teacher in a different context and prepare a poster comparing the two contexts.)

A. Shadow another teacher in a different working context (must plan ahead)
• What do you notice about the classroom and school environment (e.g., signs, the way people communicate, the buildings, the surroundings)?
• Describe the student population.
• Use one of the observation tasks (see Observation Guidelines and Tasks handout) to observe how the class is conducted.
• What are the similarities and differences between this context and your own practicum context? Can you envision yourself in this teaching context?
Responding to all of the above questions, chose ONE of these::
A1. Write a 2- to 3-page reflection OR A2. Design a poster that compares and contrasts the two teaching contexts (yours and the other teacher's) OR A3. Propose an alternative and comparable final product (involving media other than written reports).

B. Face-to-face teacher interview:
Find a teacher who has taught in a context that you would like to teach in in the future (probably not your cooperating teacher) (e.g., public K-12 system in the U.S., an international school in Korea, Peace Corps in Tanzania, Fulbright English Teaching Assistant in France, JET, EPIK, etc.).
Prior to interviewing them, consider what you most hope to learn during the interview and draft some questions and get feedback from your instructors.
• Why did you choose this teacher to interview?
• What are the contexts that your interviewee has taught in (i.e., in terms of geographic location, family/cultural background(s) of students, age group of students, curriculum content, frequency of class meetings, school culture)?
• What did the job entail? What were the challenges and upsides to the job?
• What was the work environment? How supportive was the administration?
• How does the teacher adapt or create materials for that context?
• How did the teacher learn about and get the job?
• What else did you learn from the interview?
Choose either:

B1. Write a 2- to 3-page report of the interview OR B2. Propose an alternative and comparable final product (involving media other than written reports).

C. In-depth look at one student's experience through a face-to-face interview

Ask for permission from your mentor teacher, student, and student's family (using the Parent/Guardian Permission Form) to learn more in-depth about the student. Let them know that you would like to find out about his/her language experiences, background, academic performance, interests, language proficiency, school performance and the student's perspective about language-related experiences in school and his/her community, so that you can have a deeper understanding of the experience of one student in the English for MLLs program.

Basing your recommendation on theories and best practices covered in previous coursework, and using a pseudonym for the student, chose ONE of these:

C1. Write a 2- to 3-page report OR C2. Propose an alternative and comparable final product (in a different format than written reports).

D. Understanding your school and classroom ecology

Examine the teacher handbook, student conduct code, and website of your school. When you are at your placement site, also observe students' and teachers' conversations, seating and classroom placements, social structures, as well as evidence of expectations from families, students, teachers, staff, and administrators.

• What values are explicitly stated and transmitted in your school and classroom? Cite examples that provide evidence for your interpretation.

• What values are implicitly stated and transmitted in your school and classroom? Cite examples that provide evidence for your interpretation.

• Of the explicit and implicit values you observe, are there certain ideas that you agree with, and others that you don't agree with? What physical, emotional, and intellectual responses do you notice in yourself in these instances?

• Are there values that you observe that may be perceived differently?

Keep these questions in mind as you observe your surroundings on one of your practicum days. Answer the questions above for yourself, and, chose ONE of these:

D1. Create a Jeopardy game that would orient a group of new teachers to your school and classroom ecology, including a 1- to 2-page statement of purpose for the game. OR

D2. Write a 2- to 3-page reflection responding to the questions. OR D3. Propose an alternative and comparable final product (in a different format than written reports).

Final Reflection and Practical Portfolio (10%)

Final Reflection

The final reflection is a statement of your learning and growth in the course. Like all academic writing, it should be coherent and reflect a logical ordering. It should make reference to the literature that has influenced your beliefs about teaching, learning, and teacher preparation, as well as reference the practical experiences of the course (e.g., working with your teacher, class discussions, observations). It should be between three and six pages.

The final reflection will contain a discussion of your goals you set at the beginning of the semester and the extent to which you succeeded in achieving them. You should also discuss your beliefs, values, and assumptions about teaching. While this may take many different

forms, it should discuss what you now know about teaching in general and your own teaching in particular. You could mention how your beliefs, etc., have changed and developed during the semester. As appropriate, you might want to discuss areas of your teaching about which you are not confident. You might also want to address how you plan to continue your development as a teacher after this class and when you leave the undergraduate program. The paper could also contain the appropriate attachments and appendixes (e.g., observational reports; lesson plans) and references.

Practical Portfolio

The portfolio is a collection of the creative work that you have done during the course. In preparing your portfolio, look over all that you did this semester, including the written assignments, lesson plans you prepared, materials that you developed for teaching, journal entries, notes from the assigned readings, and so on. Select what you feel are your best efforts and reflect what you have done and learned, including useful pieces for your teacher's toolbox. Your portfolio should include an introduction that explains how it was created.

You will include an evaluation sheet for how your final reflection and practical portfolio should be graded, including the criteria and weight of each criterion, based on 10 total points.

Appendix C.
EXAMPLE OF REPERTORY GRID[15]

Opposite construct = 1	Construct = 7	1	2	3	4	5	6	7	8	9	10	You
giving syllabus without negotiating.	negotiating syllabus.	1	2	5	1	2	4	3	1	4	1	3
fair to all students.	favoritism.	6	1	1	5	1	7	5	6	5	4	1
speak loudly enough	speak softly	1	1	1	7	1	1	4	2	5	1	1
unwilling to help students	willingness to help students.	3	7	5	4	4	4	5	7	7	7	5
No feedback	giving feedback	1	6	4	2	4	4	4	7	5	5	5
No engagement with students	engagement with students.	5	7	5	4	4	5	6	6	6	7	6
unprofessional (too open to students)	professionalism (private life)	1	7	5	4	6	1	7	6	6	7	7
(Teacher centered) boring lecture	communicative activities.	1	7	5	1	5	3	2	4	3	2	5
unknowledgeable	knowledgeable	2	7	6	2	5	5	7	7	7	7	4

[15] Details of the repertory grid interview are explained on page 51.

APPENDIX D.
WORKSHEET ON MEMORABLE TEACHERS

Please write your name and the names of the 10 teachers you thought of in class below:

Your name:	Teacher #1	#2	#3
#4	#5	#6	#7
#8	#9	#10	

- Randomly select 2 names from the box above, and **add yourself** to make a group of 3.
- Think of a **characteristic related to teaching** that 2 of the group of 3 share, and the remaining 1 does not share. *If you do not yet have much experience teaching, please consider the characteristics that you realistically think you will/won't have in the weeks of teaching to come.*
- Write the names of the 2 in the "similar teachers" box. Write the name of the remaining teacher in the "different teacher" box.
- Next, name the characteristic of the similar teachers as accurately as you can in the box.
- Finally, name the characteristic of the different teacher.

[Use a teacher's name as many times as you'd like, but please use all the teacher names at least once before finishing.]

Similar Teachers 1. 2.	Characteristic of the similar teachers could be called:
Different Teacher 1.	Characteristic of the different teacher could be called:

Similar Teachers 1. 2.	Characteristic of the similar teachers could be called:
Different Teacher 1.	Characteristic of the different teacher could be called:

Similar Teachers 1. 2.	Characteristic of the similar teachers could be called:
Different Teacher 1.	Characteristic of the different teacher could be called:

Similar Teachers 1. 2.	Characteristic of the similar teachers could be called:
Different Teacher 1.	Characteristic of the different teacher could be called:

Similar Teachers 1. 2.	Characteristic of the similar teachers could be called:
Different Teacher	Characteristic of the different teacher could be called:

1.	

Similar Teachers 1. 2.	Characteristic of the similar teachers could be called:
Different Teacher 1.	Characteristic of the different teacher could be called:

Similar Teachers 1. 2.	Characteristic of the similar teachers could be called:
Different Teacher 1.	Characteristic of the different teacher could be called:

Similar Teachers 1. 2.	Characteristic of the similar teachers could be called:
Different Teacher 1.	Characteristic of the different teacher could be called:

Similar Teachers 1. 2.	Characteristic of the similar teachers could be called:

Different Teacher 1.	Characteristic of the different teacher could be called:

[After you are finished, please explain each result with your group members. If there is extra time after this, please discuss similarities and differences with other group members and think about how your worksheet shows how you personally view the "ideal teacher."]

APPENDIX E.
CODEBOOK FOR D1 AND D2

Dimension 1 – Topic of reflection

Here are some things to keep in mind as you are coding:

- **Forget the colloquial meaning of reflection** – because it is our purpose to operationalize the concept of "reflection" for consistent coding, each coder must ignore their own personal impression of what reflection is. For example, some reflections in these data may appear too "shallow" to be considered as "real" reflection to some people, but they might actually be sufficient in the eyes of other people. To focus on coding with the coding frame, coders should ignore thoughts about the "quality" or the "usefulness" of the actual ideas being presented in the reflections. This is because D1 is only about "topic" and not about whether the reflections themselves are interesting, useful, or meaningful.
- **Stay close to the textual evidence, don't read too much into what the TL meant** – the coders should avoid speculation about what the TL "meant," and instead focus on staying close to the text data. It is impossible to remove all inferencing from qualitative analysis, but in this study, we seek the lowest level of inferencing possible. Coders should take everything at face value and avoid making guesses at how the TL is framing/positioning the reflection.

STEP 1 – Ask: What is this reflection about? What topic(s) is (are) being discussed or described?

Sub category name	Definition	Includes	Excludes
Teaching actions: content or structure of the lesson or teaching actions within the lesson	How they are teaching What they are teaching The way of organizing, selecting, and executing the lesson activities. Focuses on understanding and describing: "How I taught the class"	Discussions of how the TL planned the structure of activities, arranged seating, selected what content to teach… and their reasons for doing it that way Step by step descriptions of what students did, describing how the lesson went.	Performance aspects of giving instructions or otherwise communicating with students
Teaching actions: content and style of giving instructions and other communication with	About the performance of giving instructions or other issues about communication with	Teacher talk volume, word-choice in giving instructions, gestures, choice of visual aids to explain,	

students	students (reflection on how to communicate with students).	choice of online methods of student teacher communication	
Teaching actions: structure of feedback or grading	How they are organizing and planning the structure of written corrective feedback or oral feedback,	Parameters of what kinds of feedback to give, how much feedback to give	Just mentioning/recalling the feedback that they gave.
Cognitive language learning processes	How language is learned, acquired, or processed for meaning, in terms of aspects of the mind.	Discussions of memory, language production, language input, meaning and form	Language learning in terms of selection of classroom activities, aspects of teaching approaches. (i.e. "Students learn faster with this activity.")
Materials	Concerning the value, various features, and structure of specific teaching materials. The reflection must contain text concerning specific aspects of the material itself.	Discussions of the aspects of materials: a textbook, a website, a video, or a song Rich descriptions of the "Materials." (specific, physical or digital resources used in class)	Someone's idea for an activity is not a "material" in this coding frame. Merely mentioning an aspect of the material is good or bad, and not reflecting much about the specific details of the material itself
Personal goals and achievements	Merely mentioning general goals and or what was achieved for teaching. There is often mention of one or more of the other topics but in a general manner.	Look for a lack of significant thinking on any one topic. Listing of goals or things achieved in various topics. Statements about hard work that they did. Saying generally that they learned a lot about "TOPIC X" but not describing what exactly they learned about it.	Listing of goals or achievements contained within a single topic (this can be considered a "significant" reflection on that topic).
Reflection on	Concerning the value	Talk about the	

reflection	or structure of a reflection activity, reflection assignment, or personal reflection	qualities or merits of journals, reflection group discussions, or other reflection assignment. Talk about the merits or effect of reflecting or being a reflective teacher in general.	
School or course context	Broad aspects concerning the nature or culture of the course or the entire school structure that are outside the control of the TL.	Administrative demands, rules and procedures that all students have to follow, types of school-wide tests, how the parents interact with the classroom, general culture of all the teachers in the school,	Aspects of the students as a class (i.e. general aspects of the students in the class) Specific aspects of the course curriculum
Student qualities, traits, and actions	Concerning the words, characteristics of students, with the effect of describing the individual students or the student group as a whole, with the direction of understanding more about them.	Things that students said, descriptions of interactions, learning or study habits, reactions to types of activities (IF there is significant description of those reactions). Student appearance. Student attendance.	Just mentioning of whether students liked an activity or not. Text on student actions to describe the way an activity ran or was organized. (e.g. First the students did this, then I had them sit here, then the students answered questions.)
Teacher qualities and traits	Mainly concerning the nature of teachers, personality traits, tendencies, beliefs, principles, etc. Learning more about the identity of the teacher.	Teacher beliefs, general traits of teachers.	Just mentioning a belief or principle of teaching to start a reflection on another topic (e.g. I'm a very communicative teacher. This communicative activity from yesterday utilized… And I realized that I should have done this… Next time I'm going to this…)

STEP 2: Although there will be many clear (easy to code) cases ending at STEP 1, there will also be difficult cases, where the choice of topic is complicated by too much evidence or too little evidence. In these cases, review the following guidelines:

- **Be aware of and count the number of individual statements relating to each topic** – For example, the lead sentence might be about "teacher identity" (under teacher qualities and traits), but that does not automatically set the rest of the paragraph sentences to be sentences about teacher identity. The first sentence could be just a transition statement used to move the reflection into a different topic. In QCA, coders do not attempt to know or guess the mind of the TL. The coder codes the segment based on textual evidence, limiting, as much as is possible, the amount of inferencing. So, if the first sentence is about teacher identity, and the following sentences are all clearly descriptions of students' actions, the reflection is coded under "Student qualities, traits, and actions." (Another way to think about it: The text evidence of this reflection is coded under the topic: "student qualities, traits, and actions." What the TL was actually reflecting about in their mind may well have been another topic, but that is not what this study is analyzing. This study is analyzing the text.)
    - I**F you are unsure what topic is being significantly** thought (reflected) about, go through individual statements and code them by topic. The topic that has the most statements is the topic to code.
    - **IF you feel that there are MULTIPLE topics that are <u>significantly represented</u> in the <u>text data</u>** (not merely mentioned), go through the individual statements and code them by topic. **Use the 3-statement rule**: If there are more than 3 statements that are TOPIC A, and also 3 statements that are TOPIC B, code the segment under both topic A and B.
- **"Mere Mention" vs "Reflection" –** When handling difficult segments of data, be careful to distinguish "mere mentions" of a topic. For example, [*I noticed that the students do not enjoy vocabulary activities. So, I decided to do this in week 1. I'd do this in the following weeks. I'd do this for the last project…*] The student trait of not enjoying vocabulary activities is "merely mentioned." It is not discussed at length (3 statements), so it would not be coded under this topic. Conversely, there are more statements that focus on and describe the TL's thoughts on what they would plan for class. The 3-statement rule applies here too and this segment should be coded as "Content or structure of the lesson or teaching actions within the lesson."

Dimension 2 – Making a Reference to a Specific Source

The second dimension of coding is slightly different because you only have to locate specific statements within the reflection segments. You don't have to count how many statements. Most of the time when a specific name is mentioned (of an article, an author, another teacher, a specific group of teachers, etc.), it's a reference.

STEP 1: Is there evidence of a reference to a specific source?

Sub category name	Includes	Excludes
Different teaching/working context	Different places, or times in which the TL worked as a teacher or in another profession. Can also be a reference to things the TL did in different course/class within the same school or area.	Mentioning "at other places" or "in other jobs" does not count as a reference.
Established academic concept	Journal articles, books, named theories or approaches in applied linguistics Direct quotations from scholar and In-text citations If there is no quotation or formal citation, only code if there is an explicit discussion within the reflection about that named approach or theory, aimed at describing it (e.g. when I think of *extensive reading*, I think of these factors), or an explicit statement showing that the TL is drawing the term in from an outside source (e.g. Last semester we took a course where we learned about *extensive reading*, and…)	If the theory is not specifically named, do not code. If the TL uses a special term, but uses it as if it were a normally understood word, do not code. (e.g. Yesterday I used *extensive reading* for the first half and then had them discuss for the second.) Do not code proverbs or maxims as they are too distant from the concept of referencing in this study.
Language learner experience and other learner experience	The TL's experience as a language learner or as a student in a class.	Mentioning the TL's experience as a student in a teacher education course, they have the role of teacher, so do not code here (possibly should be coded in "Other teacher's perspectives or Established academic concept.") Not the content the TL learned as a teacher learner (we did a project about how to teach connected speech, I learned this), but what the TL observed about teaching as a learner (my Spanish teacher always used this type of activity for teaching connected speech).

Other teacher's perspectives	The ideas of the TL's teachers (in the context of teacher education or teacher training) or colleagues. Must be specifically named in some way. ("The other teachers in this practicum" counts a reference to a specific group of teachers)	Overly general statements like "many other teachers say…" "Lots of teachers will tell you..."

STEP 2: if there is a time you doubt that just the mentioning of the name constitutes a reference, ask, "Does the statement, in some way, draw on the teacher's or context's name to validate something, add credibility, add context, or add some other information to the topic being discussed?" If so, it is a reference.

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